DOCUMENT RESUME

ED 067 752 EA 004 604

AUTHOR	Donahue, Oscar, Comp.; And Others
TITLE	Innovations in the Public Schools of Santa Clara County, Spring 1972.
INSTITUTION	Santa Clara County Office of Education, San Jose, Calif.
PUB DATE	Sep 72
NOTE	91p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Cross Age Teaching; *Educational Innovation; Educational Practice; *Elective Subjects; Indexes (Locaters); Individualized Instruction; Instructional Innovation; *Instructional Materials Centers; Multigraded Classes; Public Schools; School Surveys; *Team Teaching

ABSTRACT

This document is a compilation of the responses to an innovations survey form sent to each district and each school administrator in the county. A subject index reflects the variety of innovations reported, and an additional index by school is provided at the end of the compilation. Schools are grouped alphabetically by school district and organized under elementary, junior high, and senior high sections. (Author)

ED 067752

INNOVATION: *n.* 1. SOMETHING NEWLY INTRODUCED; NEW METHODS, CUSTOM, DEVICE, ETC.; CHANGE IN THE WAY OF DOING THINGS.

EA 004 604

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Innovations in the Public Schools of Santa Clara County, Spring 1972

SANTA CLARA COUNTY OFFICE OF EDUCATION
CURRICULUM DEPARTMENT
45 SANTA TERESA STREET
SAN JOSE, CALIFORNIA 95110

September 1972

TO: *District Superintendents, Curriculum Directors, School Principals, Curriculum Coordinating Council members, and Others interested in Educational Innovations*

FROM: *Oscar Donahue, Mitsu Kumagai, Jerry Warren*
Coordinators, Curriculum Department
Santa Clara County Office of Education

SUBJECT: *Innovations Survey - Spring 1972*

In a county as big as ours, it is difficult for one school or district to know what others are doing. Yet, schools only a few miles apart may be trying new programs which would be of great mutual interest. Some of the most frequent questions asked at the County Office are about innovations: "Who has tried this approach? Are visits permitted for observation? Who is the right person to contact?"

Therefore, in order that this information be more readily available to you, we again sent an innovations survey form to each district and each school administrator in the county. The results have been compiled and are presented herein. The subject index, immediately following the table of contents, shows at a glance the variety of innovations reported. An additional index by school is at the end of the compilation.

We appreciate the cooperation of those who responded to the survey, and hope the results are helpful in our common effort to provide good public education in Santa Clara County.

TABLE OF CONTENTS

INDEX BY SUBJECT..... VII

ELEMENTARY SCHOOLS

ALUM ROCK UNION SCHOOL DISTRICT

RICHARD CONNIFF SCHOOL..... 1

O.S. HUBBARD SCHOOL..... 1

GRANDIN H. MILLER SCHOOL..... 2

SAN ANTONIO SCHOOL..... 2

BERRYESSA UNION SCHOOL DISTRICT

LANEVIEW SCHOOL..... 4

CAMBRIAN UNION SCHOOL DISTRICT

BOHNETT SCHOOL..... 6

W.C. SARTORETTE..... 6

CAMPBELL UNION SCHOOL DISTRICT

CASTLEMONT SCHOOL..... 9

FOREST HILL SCHOOL..... 9

LYNHAVEN SCHOOL..... 11

MONROE SCHOOL..... 12

ROSEMARY SCHOOL..... 13

CUPERTINO UNION SCHOOL DISTRICT

EATON SCHOOL..... 14

CONTENTS

Loma Prieta Joint Union District

Loma Prieta School..... 15

Los Gatos Union School District

Daves Avenue School..... 16

Lexington School..... 16

Van Meter School..... 17

Moreland School Distirct

Amber Drive School..... 18

Country Lane School..... 18

Mt. Pleasant School District

Foothill School..... 19

Mtn. View School District

Mariano Castro School..... 20

Klein School..... 20

Oak Grove School District

Dickinson School..... 21

Orchard School District

Orchard School..... 22

Palo Alto Unified School District

Escondido School..... 23

Ohlones School..... 23

Ortega School..... 24

Ventura School..... 24

CONTENTS

San Jose Unified School District

Anne Darling School..... 25

Empire Gardens School..... 26

Gardner School..... 26

Grant School..... 27

Hacienda School..... 27

Reed School..... 28

Santa Clara Unified School District

Agnew School..... 29

Laurelwood School..... 29

Millikin School..... 30

Raynor School..... 31

Washington School..... 32

Sunnyvale School District

Fair Oaks School..... 34

Union School District

Parker School..... 35

JUNIOR HIGH SCHOOLS

Alum Rock Union School District

Lee Mathson School..... 36

Campbell Union School District

Monroe School..... 37

CONTENTS

Cupertino Union School District

Kennedy Junior High School..... 38

Gilroy Unified School District

Brownell School..... 39

Los Gatos Union School District

Raymond Fisher School..... 40

Moreland School District

Castro Junior High School..... 42

Rogers Junior High School..... 43

Mountain View School District

Isaac Newton Graham School..... 44

Oak Grove School District

Herman School..... 46

Palo Alto Unified School District

Wilbur Junior High School..... 47

Saratoga Union School District

Redwood Intermediate School..... 48

San Jose Unified School District

Markham Junior High School..... 49

Union School District

Union School..... 50

CONTENTS

Whisman School District

Crittenden School..... 51

HIGH SCHOOLS

Campbell Union High School District

Del Mar High School..... 53

Prospect High School..... 53

East Side Union High School District

William C. Overfelt High School..... 54

Silver Creek High School..... 54

Fremont Union High School District

Homestead High School..... 55

Monta Vista High School..... 55

Sunnyvale High School..... 56

Gilroy Unified School District

Gilroy High School..... 59

Morgan Hill Unified School District

Live Oak High School..... 61

Mountain View-Los Altos Union High School District

Mountain View High School..... 62

Palo Alto Unified School District

Cubberley Senior High School..... 65

CONTENTS

San Jose Unified School District

Leland High School..... 66

Abraham Lincoln High School..... 67

San Jose High School..... 71

Santa Clara Unified School District

Emil R. Buchser High School..... 72

Adrian C. Wilcox High School..... 73

INDEX BY SCHOOLS..... 74

INDEX BY SUBJECT

ADAPTIVE P.E., Isaac Newton Graham School, 45

ADVISORY COMMITTEES, Laurelwood School, 30; Sunnyvale High School, 56

ALGEBRA-INDIVIDUALIZED, Abraham Lincoln High School, 67

ALTERNATIVE ORGANIZATION PLANS, Escondido School, 23; Laurelwood School, 30

ALTERNATIVE SCHOOLS, see specific types of alternatives, Mini-Schools etc.

ART ELECTIVES, Abraham Lincoln High School, 69

BEHAVIOR MODIFICATION, Washington School, 32

BEHAVIORAL OBJECTIVE REPORTING SYSTEM, Crittenden School, 52

BILINGUAL EDUCATION, Richard Coniff School, 1; San Antonio School, 3; Gilroy High School, 60

BIOLOGY-INDIVIDUALIZED, Leland High School, 66

BUSINESS EDUCATION, Union School, 50

CAREER CENTER, Mountain View High School, 62

CAREER PLANNING, Isaac Newton Graham School, 44; Union School, 50

CLASS REGISTRATION, Emil Buchser High School, 72

COMBINATION CLASSES, Escondido School, 23. See also Multi-Graded Classes

COMBINATION CORE, Raymond Fisher School, 41

COMMUNITY EDUCATION, Country Lane School, 18

COMMUNITY HEALTH UNLIMITED, San Antonio School, 2

COMMUNITY INVOLVEMENT, Sunnyvale High School, 58

COMMUNITY SCHOOL, Sunnyvale High School, 56

COMPREHENSIVE MUSICIANSHIP, Isaac Newton Graham School, 44

COMPUTERS, Abraham Lincoln High School, 68

CONSORTIUM OF BAY AREA SCHOOLS, Ohlones School, 23

CONSTRUCTION TECHNOLOGY, Wilbur Junior High School, 47

CONTINUOUS PROGRESS PLAN, Ortega School, 24; Parker School, 35

CONTRACT METHOD, Rosemary School, 13

CROSS-AGE TUTORING, W.C. Sartorette School, 7; Lexington School, 16; Mariano Castro School, 20; Fair Oaks School, 34. See also Peer Teaching

CROSS-GRADE GROUPING, Lynhaven School, 11. See also Multi-Graded Classes

CURRICULUM HANDBOOK, Foothill School, 19

DENTAL SERVICES, San Antonio School, 2

DEVELOPMENT READING PROGRAM, Raymond Fisher School, 40

DISTAR READING/MATH, San Antonio School, 2

ECOLOGY CLUB, Forest Hill School, 9

EDUCATIONAL PLACEMENT COMMITTEE, Sunnyvale High School, 56

EDUCATIONALLY HANDICAPPED, Mountain View High School, 63

ELECTIVE PROGRAMS, Lynhaven School, 12; Lexington School, 16; Kennedy Junior High School, 38; Gilroy High School, 59; Leland High School, 67; Abraham Lincoln High School, 69

ENGLISH AS A SECOND LANGUAGE, San Antonio School, 3; Gilroy High School, 60; Mountain View High School, 62

ENGLISH ELECTIVES, Kennedy Junior High School, 38; Gilroy High School, 59; Leland High School, 67

ENGLISH-INDIVIDUALIZED, Mountain View High School, 64

ENRICHMENT PROGRAM, Bohnett School, 6; Forest Hill School, 10; Lexington School, 16; Kennedy Junior High School, 38; Brownell School, 39.

EXPERIENCE IN FOUR LANGUAGES, Adrian Wilcox High School, 73

FILMS, Amber Drive School, 18

FILMSTRIP VIEWING PROGRAM, Mariano Castro School, 20

FLEXIBLE FACILITIES, Eaton School, 14

FOCUS ON THE FUTURE, Union School, 50

FOODS, Abraham Lincoln High School, 70

FOREIGN LANGUAGE FOR TOURISTS, Adrian Wilcox High School, 73

FRENCH-INDIVIDUALIZED, Abraham Lincoln High School, 69

GERMAN-INLIVIDUALIZED, Live Oak High School, 61; Abraham Lincoln High School, 69

GIFTED PROGRAMS, Lexington School, 16

GLASSER CONCEPT SCHOOL, Ventura School, 24

GUIDANCE PROGRAM, Emil Buchser High School, 72

HOFFMAN INDIVIDUALIZED READING CENTER, Agnew School, 29

HUMAN DEVELOPMENT, Crittenden School, 51

I-LM, Live Oak High School, 61

INDEPENDENT STUDY, Dickinson School, 21

INDIVIDUALIZED INSTRUCTION, Reed School, 28; Live Oak High School, 61 See also specific subject areas, Math, Individualized etc.

INDIVIDUALIZED MATH SYSTEM-I.M.S., Hacienda School, 27; Lee Mathson School, 36

INDIVIDUALLY GUIDED EDUCATION, Gardner School, 26

INFORMAL EDUCATION, see Open Classroom

INFORMATION RETRIEVAL CENTER, Grant School, 27

INSTRUCTIONAL IMPROVEMENT COMMITTEE, Laurelwood School, 30

INTRAMURAL PROGRAM, Isaac Newton Graham School, 45

LEARNING CENTERS, W.C. Sartorette School, 6; Castlemont School, 9; Lexington School, 17; Dickinson School, 21; Raynor School 31; Washington School, 33; Markham Junior High School, 49 See also Resource Centers

LEARNING IMPROVEMENT Project, Anne Darling School, 25

LIFE STYLES PLANNING, Isaac Newton Graham School, 44

MANIPULATIVE AIDS-MATH, Rosemary School, 13; Raynor School, 31

MANUFACTURING TECHNOLOGY, Wilbur Junior High School, 47

MATH INDIVIDUALIZED, Grant School, 27; Hacienda School, 27; Laurelwood School, 29; Lee Mathson School, 36; Herman School, 46; Crittenden School, 51; Monta Vista High School, 55; Gilroy High School, 59

MATH INSTRUCTION-SEQUENCED, Millikin School, 30

MATH LEARNING CENTER, Markham Junior High School, 49

MEDIA CENTER, Orchard School, 22; Grant School, 27; Washington School, 33; Sunnyvale High School, 56. See also Resource Centers

MENTALLY RETARDED, Mountain View High School, 63

METAL SHOP, Union School, 50; Abraham Lincoln High School, 70

MILLER MATH, Rosemary School, 13

MINI-COURSES, Mountain View High School, 62

MINI-SCHOOL, Grandin Miller School, 2; Herman School, 46; William Overfelt High School, 54; Sunnyvale High School, 56; Cubberley High School, 65.

MODIFIED SCHEDULING, Prospect High School, 53

MORELAND WOODS, Rogers Junior High School, 43

MULTI-GRADED CLASSES, Laneview School, 4; Bohnett School, 6; Castlemont School, 9; Raynor School, 32. See also Combination Classes

MULTI-UNIT SCHOOL, Laurelwood School, 30

MUSICIANSHIP, Isaac Newton Graham School, 44

NEWSPAPER IN THE CLASSROOM, Silver Creek High School, 54

NONGRADED READING - See Ungraded Reading

NONGRADED SYSTEM, Ortega School, 24. See also Continuous Progress Plan

NOTEHAND, Union School, 50

OCCUPATIONAL PLANNING. See Career Planning

OMNIBUS SCHOOL, William Overfelt High School, 54; Cubberley High School, 65

OPEN CLASSROOM, Laneview School, 4; Eaton School, 14; Escondido School, 23; Ohlones School, 23; Raynor School, 31.

OPEN COURT READING SERIES, Laneview School, 4

OPEN EDUCATION. See Open Classroom

OPEN SPACE PLAN, Daves Avenue School, 16; Van Meter School, 17; Klein School, 20

ORAL LANGUAGE PROGRAM, O.S. Hubbard School, 1

ORGANIZATION PLANS, Escondido School, 23; Laurelwood School, 30

OUTDOOR EDUCATION, Rogers Junior High School, 43

PARENT EDUCATION GROUPS, Raymond Fisher School, 40

PARENT VOLUNTEERS, Laneview School, 5; W.C. Sartorette School, 7; Eaton School, 14; Washington School, 33

PEER COUNSELING, Homestead High School, 55

PEER TEACHING, Foothill School, 19

PHYSICAL EDUCATION, Isaac Newton Graham School, 45

PROJECT R-3, Abraham Lincoln High School, 68

PUPPETS, O.S. Hubbard School, 1

READING ALTERNATIVES, Rosemary School, 13

READING ELECTIVES, Kennedy Junior High School, 38

READING-INDIVIDUALIZED, Grant School, 27; Agnew School, 29. See also Ungraded Reading

READING LAB, Lexington School, 16; Raymond Fisher School, 40; Castro Junior High School, 42

READING/PHONICS PROGRAM, Anne Darling School, 25

READING PROGRAM SCHOOL-WIDE, Sunnyvale High School, 57

READINESS PROGRAM, Castlemont School, 9

REMEDIAL MATH AND ENGLISH, Raymond Fisher School, 41

REMEDIAL READING, Brownell School, 39; Sunnyvale High School, 58

REPORTING TO PARENTS, Crittenden School, 52.

RESOURCE CENTERS, Laneview School, 4; Loma Prieta School, 15; Daves Avenue School, 16; Ortega School, 24; Washington School, 33; Del Mar High School, 53. See also Media Centers.

RETAIL MERCHANDISING, Mountain View High School, 63

ROTATING SCHEDULE, Kennedy Junior High School, 38

SCATTERDAY, Bohnett School, 6

SCHEDULING OF CLASSES, Leland High School, 67; Emil Buchser High School, 72

SCHEDULING PATTERNS, Monroe School, 37; Kennedy Junior High School, 38; Redwood Intermediate School, 48; Prospect High School, 53

SCHOOL WITHIN A SCHOOL. See Mini-School

SCIENCE-INDIVIDUALIZED, Herman School, 46

SEED, Empire Gardens School, 26.

SEQUENCED CURRICULUM, See subject areas - Social Science-Sequential Program

SMALL GROUP INSTRUCTION, Mountain View High School, 64

SOCIAL SCIENCE-SEQUENTIAL PROGRAM, Leland High School, 66

S.O.S. CORPS (Serve Our School), Laneview School, 5

SPANISH CLUB, Forest Hill School, 10

SPANISH LANGUAGE, Richard Coniff School, 1; Forest Hill School, 10

SPECIAL FOODS, Abraham Lincoln High School, 70

STUDENT CONTRACTS, Rosemary School, 13

STUDENT GOVERNMENT, Forest Hill School, 11; Isaac Newton Graham School, 45

STUDENT TUTORS, See Tutors and Cross-Age Tutoring

SUCCESS STRATEGIES, Ventura School, 24

SULLIVAN READING PROGRAM, Millikin School, 31

SUPPLEMENTARY EDUCATION, Mountain View High School, 63

TEAM LEARNING, Raymond Fisher School, 41

TEAM TEACHING, Castlemont School, 9; Lexington School, 17; Van Meter, 17; Klein School, 20; Ortega School, 24; Reed School, 28; Raynor School, 31-32; Herman School, 46.

TITLE I, Sunnyvale High School, 58; Mountain View High School, 64

TITLE II, PHASE II, Daves Avenue School, 16

TRIMESTER SCHEDULING, Monroe School, 37; Redwood Intermediate School, 48

TUTORS, W.C. Sartorette School, 7; Monroe School, 12; Foothill School, 19; Mariano Castro School, 20; Washington School, 33; Sunnyvale High School, 58. See also Cross-Age Tutoring

UNGRADED READING, W.C. Sartorette School, 8; Anne Darling School, 25; Empire Gardens School, 26

URBAN STUDIES, San Jose High School, 71

VISUAL LITERACY, Amber Drive School, 18

VOLUNTEER AIDES, Laneview School, 5; W.C. Sartorette School, 7; Monroe School, 12

VOUCHER SYSTEM, Grandin Miller School, 2

WILDERNESS AREAS, Rogers Junior High School, 43

WOODSHOP, Union School, 50

WORD MACHINE, Del Mar High School, 53

YOUTH GUIDANCE SYSTEM, Emil Buchser High School, 72

ELEMENTARY

ALUM ROCK UNION SCHOOL DISTRICT

* * *

Richard Conniff School
3485 East Hills Drive, San Jose
(408) 258-2803

Contact: Patricia L. Calderon, Project Coordinator, Title III

PROJECTO ANGLO-LATINO (Grades K-2)

Purpose: To teach all children (of all ethnic backgrounds) English and Spanish in a bilingual-bicultural setting.

Description: The project is in its second year. Each year the project goes up one grade until, it is hoped, the entire school (K-5) is involved. This year, five classrooms (two K, two first, and one second grade), five teachers (some bilingual), eight instructional aides (bilingual) and about 160 children are in the program.

Method of Evaluation: The project is evaluated by CPE and an auditor. Pre and post testing, midterm testing, sample testing, parent questionnaires and self-evaluations.

* * *

O. S. Hubbard School
1745 June Avenue, San Jose
(408) 251-1296

Contact: Patrick R. Caporale, Principal

ORAL LANGUAGE PROGRAM (Preschool-Grade 2)

Purpose: To teach children to speak proper English.

Description: Oral language program designed for bilingual students or those who speak a foreign language. Program is designed for children to do all the talking (English) through puppets.

Method of Evaluation: Informal and formal testing, teacher observation.

* * *

ALUM ROCK UNION SCHOOL DISTRICT

* * *

Grandin H. Miller School
1250 South King Road, San Jose
(408) 258-2214

Contact: Frank V. Wilkens, Principal

VOUCHER SYSTEM (Grades K-6)

Purpose: To provide parents and children with alternative educational programs through an experiment funded by Office of Economic Opportunity.

Description: Within the school will be two, three or four mini-schools, Parents may choose to register their children in any curriculum or philosophy represented.

Method of Evaluation: Test results, attitude or opinion scales, transfer frequency, cost analysis and others.

* * *

San Antonio School
1855 East San Antonio, San Jose
(408) 258-8582

Contact: Greg Contreras, Principal

DISTAR-READING-MATH (Grades K-5)

Purpose: To assist the student in progressing one month for every month of instruction in specific subject areas.

Description: The audio-lingual method of instruction plus individual and group "say, repeat, use the knowledge" method.

Method of Evaluation: Ongoing study sheets.

* * *

COMMUNITY HEALTH UNLIMITED (Grades K-5)

Purpose: To provide medical and dental services for the child.

Description: Free and reduced prices for the needy child.

Method of Evaluation: Change in physical and mental conditions as determined by the physician and the teacher.

* * *

ALUM ROCK UNION SCHOOL DISTRICT

* * *

San Antonio School (continued)

ENGLISH AS A SECOND LANGUAGE (Grades K-5)

Purpose: To teach English to the non-English speaking child.

Description: A saturation approach on a pull-out basis of English supplemented by a bilingual teacher.

Method of Evaluation: Based on child's oral use of English, teacher-made tests, teacher observations, standardized bilingual tests.

* * *

BERRYESSA UNION SCHOOL DISTRICT

* * *

Laneview School
2095 Warmwood Lane, San Jose
(408) 263-1200

Contact: Dick Derby, Principal

LEARNING CENTERS (Grades K-6)

Purpose: To provide alternate learning experiences for youngsters.

Description: Five special areas where students may go for learning experience: Science Center, Resource Center, Math Center, Arts and Crafts Center and Language Lab (houses our Miller-Unruh specialists and program). Supervision and facilitating provided by teachers, aides and parent volunteers.

Method of Evaluation: Involvement, attitude survey.

* * *

OPEN CLASSROOM, MULTI-GRADED (Grades K-6)

Purpose: To allow freedom with responsibility, self-direction, communication, involvement.

Description: Two-teacher open classrooms with two grades in each class. Learning centers and contract teaching method; informal education with structure.

Method of Evaluation: Attitudinal survey, parent involvement and support.

* * *

OPEN COURT READING SERIES (K-3)

Purpose: To provide total language program for children in grades K-3.

Description: A structured program using visual aids and workbook material. Emphasis on large-group instruction; then phasing into small groups and individual instruction. Incorporates spelling and writing skills.

Method of Evaluation: Gates-MacGinitie reading tests.

* * *

BERRYESSA UNION SCHOOL DISTRICT

* * *

Laneview School (continued)

S.O.S. CORPS (Serve Our School) (Grades K-6)

Purpose: To allow parent volunteers to join teachers in the exciting enterprise of education.

Description: Parents run the school library, work as assistants in the classroom, do clerical work at school and home, supervise the learning centers and give presentations in the classrooms as resource people.

Method of Evaluation: Inservice training for 75-100 adults; teacher and student response.

* * *

CAMBRIAN UNION SCHOOL DISTRICT

* * *

Bohnett School
2275 South Bascom Avenue, Campbell
(408) 377-8807

Contact: Sal Colletto, Principal

BOHNETT-SCATTERDAY (Grades K-6)

Purpose: To cross grade-level lines by integrating all pupils into meaningful activities; provide "highlights" in the year's program.

Description: All classes, except kindergarten, are intermingled during this special event. A one-hour period with each teacher leading a specialty subject such as "Fun with Felt," "Starama," "Shake and Bake," macrame, folk dancing, etc. We have had two Scatterdays, with one more planned for the year.

Method of Evaluation: Observation of program by principal and several parents. Discussion by staff. Program has been enthusiastically received.

* * *

W.C. Sartorette School
3850 Woodford Drive, San Jose
(408) 264-4380

Contact: Leland Dugan, Principal

LEARNING CENTERS (Grades 2-3)

Purpose: To provide multiple learning activities and opportunities for children as well as developing independent work habits and self-direction.

Description: Learning Centers and the various learning activities are provided, with a multitude of learning aids and materials (listening posts, film strips, learning games, contract work, tutoring, etc.). The children are guided in these activities designed to better meet individual and group needs.

Method of Evaluation: Teacher observation, evaluation by the children, administrative observation and evaluation.

* * *

CAMBRIAN UNION SCHOOL DISTRICT

* * *

W.C. Sartorette School (continued)

VOLUNTEER TEACHER AIDES (Grades K-5)

Purpose: To provide more individual help to individual children and small groups and to assist the teacher in preparation of materials, displays and class projects.

Description: A letter soliciting the help of parent volunteers for instructional and non-instructional aides is sent to the home. Volunteer parents attend an orientation meeting and are given a guidebook on their duties. A card file is developed indicating the type of activities, grade level interest and time available offered by the volunteers. Teachers arrange for aide assistance on the basis of their needs. Instructional aides have been particularly helpful in the learning center and ungraded reading activities.

Method of Evaluation: Teacher observation, aides' evaluation, children's evaluation, administrative observation and evaluation.

* * *

TUTORING BY STUDENTS (Grades 1-6)

Purpose: To provide children with individual help from older children. This benefits both the child being tutored and the self-image and attitude of the tutor.

Description: Upper-grade students volunteer to tutor lower grade children. Arrangements are made between teachers requesting and teachers offering volunteer tutors. Tutoring activities include listening to children read, learning games, help on assignments, etc. Tutoring activities are assigned and guided by the teacher of the child being tutored.

Method of Evaluation: Teacher observation, conferences with tutors and students.

* * *

CAMBRIAN UNION SCHOOL DISTRICT

* * *

W.C. Sartorette School (continued)

UNGRADED READING (Grades 2-3)

Purpose: To provide for more flexibility in meeting the individual and group reading needs of children.

Description: Children are assigned to groups that may span grade levels, and assigned to a reading group/class during a common primary reading period. Each teacher has several reading groups which are broken up into additional subgroups for "learning center" reading activities. The children can progress through a series of defined reading levels and skills at their own pace and at their level of success.

Method of Evaluation: Teacher observation, evaluation by children, achievement tests, administrative observation and evaluation.

* * *

CAMPBELL UNION SCHOOL DISTRICT

* * *

Castlemont School
3040 East Payne Avenue, Campbell
(408) 379-8775

Contact: Dave MacLeod, Principal

READINESS PROGRAM (Grades K-6)

Purpose: To provide specialized experiences for the late-maturing child.

Description: Small class (11-17) of post kindergartners who need intensive readiness development prior to pre-primer and primer tasks. Not designed for the slow or retarded child.

Method of Evaluation: Success study and follow-up on students.

* * *

TEAM TEACHING (Grades 4-6)

Purpose: To achieve a greater degree of individualization.

Description: Program involves some concepts of "contract" learning, open space classroom and cross-grade grouping. Students share in planning short term goals and the structure and use of class time. Teachers work across grade lines with small groups. Emphasis on learning centers. No formal grading system (letter grades are not used).

Method of Evaluation: Frequent teacher/student conferences, parent/group conferences and written evaluations, achievement and diagnostic testing, questionnaires.

* * *

Forest Hill School
4450 McCoy Avenue, San Jose
(408) 378-9533

Contact: Steve Braley, Vice Principal

ECOLOGY CLUB (Grades K-6)

Purpose: To create an environmental awareness for the child.

Description: The club started out by helping various organizations clean up areas such as the city dump. Then they graduated to collecting aluminum cans for the purchase of plants. Then a paper drive and ecology buttons sale was initiated. They discussed ecology, and have helped Prospect High School collect bottles and cans for recycling. A field trip was taken to Vasona and Point Reyes to learn how to care for trees and to get out into the environment. An attempt is being made to recycle at home and to get parents to do their part.

Method of Evaluation: The projects have been successful in that the club has earned money for the school's plants.

CAMPBELL UNION SCHOOL DISTRICT

* * *

Forest Hill School (contined)

ENRICHMENT (Grades K-6)

Purpose: To give students a broader and enriched school program and expose them to different teachers and students of all grade levels. To utilize special talents of parents and others in the community.

Description: The program centers around the special talents and experiences of adults and ways in which the school can take advantage of them. Each special-interest class lasts for 45-50 minutes a day in a three-day sequence. The children (K-6) are allowed to select from a list of activities for enrichment time such as: soap sculpture, aestheometry (making curves from straight lines out of thread or pencil), puppet shows, bread making, kites, drums, fishing, boxing, tie-dyeing.

Method of Evaluation: Evaluation by student council and faculty.

* * *

SPANISH CLUB (Grades K-6)

Purpose: To enrich language development of Spanish-speaking children; to give English-speaking children an awareness of another language; and to have fun.

Description: Open to children who speak Spanish and to those who wish to learn to speak Spanish. For Spanish-speaking children, there are language development skills such as categorizing, finding opposites, synonyms, enriching vocabulary, reading, writing and speaking. For children who are learning Spanish, the approach involves conversations, music and vocabulary development.

Method of Evaluation: Discussion with children in regards to pleasure gained and with parents and teachers in regards to learning.

* * *

CAMPBELL UNION SCHOOL DISTRICT

* * *

Forest Hill School (continued)

STUDENT GOVERNMENT (Grades K-6)

Purpose: To give students a voice in innovations and school changes. To set an example of representative government. To provide leadership experience and to provide services for the school.

Description: Student government is made up of five officers plus representatives from all classrooms. Income is from the sale of aluminum cans. The main business is dealing with changing school rules and procedures and how to spend the money from the can sales.

Method of Evaluation: Plans are to have a faculty evaluation and the student government plans to spend several hours evaluating itself.

* * *

Lynhaven School
881 South Cypress Avenue, San Jose
(408) 248-6386

Contact: Kathryn Merry, Principal

CROSS-LEVEL READING DEPARTMENTALIZATION (Grades 4-6)

Purpose: To limit the range of reading ability with which each teacher will work. To allow motivating experiences of an enrichment type for the students and to challenge our high achievers.

Description: Children are grouped according to teacher judgment and test scores. Fourth, fifth and sixth graders are assigned to work in combined classes regardless of their grade level. Teachers are assigned according to their individual strengths and experiences to work with the groups. Everyone goes to the assigned classrooms the first period of the day for reading.

Method of Evaluation: Based on testing and on pupil evaluation and enthusiasm. Parent response has been excellent.

* * *

CAMPBELL UNION SCHOOL DISTRICT

* * *

Lynhaven School (continued)

INTERMEDIATE ELECTIVE PROGRAM (Grades 4-6)

Purpose: To motivate children; to allow them their first opportunity for electing to take a class. To match teacher strengths and special abilities with those of the students.

Description: A special six-week program (one hour per week) is held in the spring of each year. Children indicate subject areas in which they are most interested. Faculty (primary and intermediate teachers) select areas of personal strengths and develop a course. Only intermediate students are involved in this program, although the total faculty participates on a voluntary basis. On occasion, teachers will elect to teach a course in pairs rather than individually.

Method of Evaluation: Based on student and faculty enthusiasm and parent support.

* * *

Monroe School
1055 South Monroe St., San Jose
(408) 296-8808

Contact: Hank Dacuyan, Acting Vice Principal

TUTORS AND TEACHER AIDES (Grades K-8)

Purpose: To give individual students and teachers extra help when deemed necessary.

Description: High school tutors volunteer their time (approximately one hour each, per week) to help students in any areas of special weakness. Teachers select the students who need tutoring. Other high school students volunteer as teacher aides, giving approximately one half-day every two weeks. This is worked out between the teacher and the aide.

Method of Evaluation: Survey of teachers at the end of the year, and assessment of the program with High School Coordinator.

* * *

CAMPBELL UNION SCHOOL DISTRICT

* * *

Rosemary School
401 West Hamilton Avenue, Campbell
(408) 378-2261

Contact: Harriet Siegel, Teacher

ALTERNATIVES IN READING (Grade 1)

Purpose: To utilize a child's strongest learning modality in the earliest stages of reading.

Description: There are four first-grade classrooms: (1) 72-73 Scott, Foresman Reading System (sight) based on language; (2) Harper & Row-MacMillan (sight); (3) Lippincott (decoding); (4) Initial Teaching Alphabet (decoding). Mills' Learning Method test is used for finding the strongest modality. Children are recommended for testing by the teacher on the basis of classroom achievements.

Method of Evaluation: Informal reading inventory, Slosson oral vocabulary tests and observation of child's performance in reading tests.

* * *

CONTRACT MATH (Grade 2)

Purpose: To allow children to progress at their own rate in math.

Description: Each child has a contract listing the pages of the math text and supplementary work pages to be accomplished. These work pages reinforce the areas taught. Volunteer parents correct and score the work as the child completes the pages. The teacher is free to teach individuals and small groups as they arrive at new concepts.

Method of Evaluation: When the child comes to the teacher for discussion of the next work unit or concept, his past work scores are discussed. Scores of 79% or lower call for reteaching and/or extra work, while 80% and above indicate a readiness to move on.

* * *

MILLER MATH (Grades 4-5)

Purpose: To use manipulative materials to increase understanding of math concepts.

Description: Many manipulative materials: discovery blocks, Cuisenaire rods, geoboards to teach fractions, addition and subtraction.

Method of Evaluation: Testing, observation of the individual's performance.

* * *

CUPERTINO UNION SCHOOL DISTRICT

* * *

Eaton School
20220 Suisun Drive, Cupertino
(408) 252-7220

Contact: Caroline Levine, Teacher

OPEN KINDERGARTEN PROJECT - FLEXIBLE FACILITIES* (Kindergarten)

Purpose: To provide children with an environment where learning is a joyous, exciting experience.

Description: Project is managed in the parent-cooperative style. Parents, principal, teacher-counselor and the teacher meet to plan the curriculum and to solve class problems. Two parents work daily with the teacher in addition to parents and friends who share their special talents with the children.

Method of Evaluation: A combination of evaluations by parents, teachers, administration and graduate student observers has been taking place all year. The Clymer-Barrett kindergarten tests were given in December and April for comparative purposes.

---

*authorization for continuation pending.

* * *

LOMA PRIETA JOINT UNION DISTRICT

* * *

Loma Prieta School
23845 Summit Road, Los Gatos
(408) 353-1106

Contact: Pat Harrington, Superintendent-Principal
Claire Northon, Resource Teacher

LEARNING RESOURCE CENTER (Grades K-3) (may be extended to 4th grade in 1972-73)

Purpose: To provide an extension of the classroom, offering work in remedial reinforcement and enrichment areas. To provide a multi-media approach to learning.

Description: Children are scheduled by their teacher. Centers to be used are determined by the teacher and/or children, depending on their needs and interests. Centers are maintained in art, science, reading, writing and math. More will be added as we grow. Materials are provided for use within these grades in classroom learning centers.

Method of Evaluation: Teacher's observation, tests, student-teacher discussions.

* * *

LOS GATOS UNION SCHOOL DISTRICT

* * *

Daves Avenue School
17770 Daves Avenue, Los Gatos
(408) 356-4121

Contact: Ellis Crosby, Principal

TITLE II, PHASE II (Grades K-6)

Purpose: To further the education of children through a variable learning environment.

Description: Continuous progress (non-graded), resource center, open concept with 220 children actually housed in an area surrounding the Center. Eight teachers, a librarian, resource teacher and parent volunteers participate in this program.

Method of Evaluation: Standardized tests, district-devised attitudinal tests, and district-devised achievement tests.

* * *

Lexington School
19700 Santa Cruz Highway, Los Gatos
(408) 354-9340

Contact: Ed Donohue, Principal

READING LAB (Grades K-6)

Purpose: To improve remedial reading programs.

Description: Individualized reading lab (converted bus) with cross-age one-to-one tutoring.

Method of Evaluation: Pre and post test standardized and teacher-made tests.

* * *

SPECIAL INTEREST PROGRAM (Grades K-6)

Purpose: To meet the individual interests of the gifted, as well as the average I.Q. child.

Description: Children have their choice of such classes as cooking, math, drama, woodwork, arts and crafts, ecology, etc. They meet twice weekly for one hour for six weeks and then go to another interest area. Program includes four six-week sessions.

Method of Evaluation: Attitude tests, gifted-achievement tests and parents' evaluation.

* * *

LOS GATOS UNION SCHOOL DISTRICT

* * *

Lexington School (continued)

TEAM TEACHING/LEARNING CENTERS (Grades K-6)

Purpose: To individualize instruction.

Description: Learning centers, and large and small group instruction in team teaching situation.

Method of Evaluation: Attitude tests, cooperative primary reading, district-made math tests.

* * *

Van Meter School
16445 Los Gatos Boulevard, Los Gatos
(408) 356-5131

Contact: Bill Buckman, Principal

TRIPLE SHARING ROOM (Teaming) (Grades 2-3)

Purpose: To facilitate the movement and grouping of 75 children. To provide areas for interest centers, individualization and large group activity. One third grade and two second grades are involved.

Description: In a traditional finger-type school, two partial walls were removed to combine the space of three classrooms. The unit is called one room, shared by three teachers. The team planning time is greater. Individualization is helped by numerous parents and other students participating in the program.

Method of Evaluation: Student - ungraded grouping, no grades on work and papers. Three teachers evaluate a child. Parent - continuous conferencing, parent participation and involvement. No formalized testing for comparison.

* * *

MORELAND SCHOOL DISTRICT

* * *

Amber Drive School
3500 Amber Drive, San Jose
(408) 243-9562

Contact: Ruth Dromensk, Teacher

ANOTHER USE FOR FILMS (Grades 4-6)

Purpose: To help students, particularly those who do not visualize words easily, using films as a bridge to written material.

Description: Films are usually used to supplement textbooks. In this program, they provide the introduction and initial exposure to the subject area as well as motivation for further study. They are also used to introduce vocabulary, the materials to be studied and the concepts to be understood. Before the child is involved in any subject assignment, he views as many educational films as possible. During this period, teaching emphasis is on recognition of the form of the presentation, on taking notes and on writing short meaningful summaries. When a suitable body of information has been accumulated, the child is ready to begin individual projects which require reading and additional study. The overview gives the child a greater sense of involvement and understanding. They are more sensitive to critical issues.

Method of Evaluation: Projects are judged, written assignements and/or tests.

* * *

Country Lane School
5140 Country Lane, San Jose
(408) 252-3444

Contact: K. Walter, Principal

C.L.E.C. (Grades K-adult)

Purpose: To use school facilities for community education.

Description: Independent C.L.E.C. board sets up classes, interviews teachers, enrolls pupils. Classes are held during the day, after school and at night.

Method of Evaluation: Written evaluations by pupils, teachers and members of the community.

* * *

MT. PLEASANT SCHOOL DISTRICT

* * *

Foothill School
1966 Flint Avenue, San Jose
(408) 238-0200

Contact: Basil A. Willett, Jr., Principal

CURRICULUM HANDBOOK (Grades K-6)

Purpose: To share staff's opinions on curriculum ideas.

Description: The Curriculum Handbook, started by the principal, is continually added to by the teachers and principal for use by all teachers.

Method of Evaluation: (None indicated)

* * *

PEER TEACHING (Grades 1 and 6)

Purpose: To fill the academic and social needs of first and sixth grade students.

Description: This program pairs first graders with sixth graders and they work together for 30 minutes a day on language arts, reading, math and other areas of need throughout the year.

Method of Evaluation: No formal testing. Evaluations have been based on teachers' daily observations. They have found sixth graders more responsible with marked improvement in grammar and penmanship, and an improved attitude toward school and fewer discipline and absentee problems. First graders are more secure and independent, both academically and socially.

* * *

MTN. VIEW SCHOOL DISTRICT

* * *

Mariano Castro School
505 Escuela Avenue, San Jose
(408) 965-6565 X 23

Contact: Donald E. Mauntz, Principal

CROSS-GRADE STUDENT TUTORING (Grades K-6)

Purpose: To review and reinforce math and language concepts for kindergarten and first-grade students.

Description: Upper-grade class goes to the primary room and works with younger students on a one-to-one learning situation. "Big Brother" approach.

Method of Evaluation: Opinion survey of students, discussions and reviews of tutoring lesson directly after sessions, and upper-grade teacher serves as leader and moderator in evaluating the tutoring session.

* * *

HOME/SCHOOL FILMSTRIP VIEWING PROGRAM (Grades K-6)

Purpose: To bring reading program more into the home where family can participate. To reinforce oral reading and comprehension by use of captions of filmstrips.

Description: One filmstrip projector with three filmstrips go home with the student in each classroom every night. So far, over 2,000 filmstrip showings have been accomplished since the program was initiated four months ago.

Method of Evaluation: Opinion survey of parents and teachers.

* * *

Klein School
405 Ortega Avenue, Mountain View
(408) 968-6565

Contact: Frisco Sartor, Principal

KLEIN CONCEPT (Grades K-6)

Purpose: To use open-space school effectively for individualized instruction.

Description: Team approach to their particular buildings with ungraded primary and team teaching in the intermediate grades.

Method of Evaluation: Objective-Subjective.

* * *

OAK GROVE SCHOOL DISTRICT

* * *

Dickinson School
500 Shawnee Lane, San Jose
(408) 227-1235

Contact: Charlotte Roubik, Cathy Trout, Mary Balogh - Teachers

SOCIAL STUDIES - SCIENCE (Grades K-6)

Purpose: To provide a variety of meaningful experience with learning centers, large/small groups and independent study. To teach concepts, skills and values.

Description:

	Class A	Class B	Class C
Monday	Library	Small Group Discussion	Centers
Tuesday	Centers	Library	Small Group Disc.
Wednesday	Small Group Disc.	Centers	Library
Thursday	Centers	Centers	Centers
Friday	Large Group Disc.	Flexible Scheduling	

Method of Evaluation: Oral discussions, study packets, projects and center activities.

* * *

ORCHARD SCHOOL DISTRICT

* * *

Orchard School
711 East Gish Road, San Jose
(408) 295-4730

Contact: Don Adam, Superintendent

LIBRARY MEDIA PROGRAM (Grades K-8)

Purpose: To provide for open-ended education in the classroom.

Description: Provided: Library Media Center with full-time media specialist and library clerk. Outdoor learning patio. Function: Media specialist will act as librarian, resource teacher and coordinator of aides. Result: Opportunity to individualize and extend learning for each child beyond the limits of the classroom.

Method of Evaluation: Oral and written surveys from teachers, parents and students.

* * *

PALO ALTO UNIFIED SCHOOL DISTRICT

* * *

Escondido School
890 Escondido Road, Palo Alto
(415) 321-6153

Contact: Lou Parente, Principal

SCHOOL ALTERNATIVES - ORGANIZATIONAL PATTERNS (Grades K-6)

Purpose: To provide children and families a choice in organizational patterns.

Description: Self-contained classes, K-6; Combination classes 1/2, 2/3, 3/4, and 5/6; Team teaching 3-4; and Carousel Plan (open classroom) 1-6, 86 children.

Method of Evaluation: Community and staff reaction.

* * *

Ohlones School
455 East Charleston Road, Palo Alto
(415) 325-5186

Contact: James Mathiott, Principal

CONSORTIUM OF BAY AREA SCHOOLS (Grades K-6)

Purpose: To explore newest trends in elementary education, emphasizing informal open education.

Description: The entire school staff is committed to the philosophy of informal education. Participation in the consortium entitles the staff to inservice meetings throughout the year and visits from consultants. Board of Education has budgeted almost $6,000 for one year's participation (consulting fees and teachers' released time).

Method of Evaluation: Written progress report to the school administration and to the Board of Education.

* * *

PALO ALTO UNIFIED SCHOOL DISTRICT

* * *

Ortega School
830 East Meadow Drive, Palo Alto
(415) 326-1594

Contact: J. Robert Addicott, Principal

CONTINUOUS PROGRESS (Grades K-6)

Purpose: To develop an improved curricular sequence that will provide improved guidelines for the instructional program, such as reading, math, language arts. To move away from the self-contained classroom concept.

Description: Nongraded system with flexible scheduling, emphasizing individual study. No grade labels. Curriculum is taught and discussed in terms of continuous progress. Learning centers for the older child with teacher specialists provide a lead role in their subject area. Children will have five or six teachers each day, with the school day divided into six basic periods. Homeroom teacher is responsible for the coordination of homeroom members' programs. Teaming essential. New ways of communicating teacher-to-teacher and teacher-to-parent need developing. Preparation time scheduled for teachers of older children. Homeroom classes with a two-year age span using reading skill development as the chief criteria for placement.

Method of Evaluation: To be developed. Teachers' subjective judgments and district tests to be used to determine progress as related to existing program.

* * *

Ventura School
3990 Ventura Court, Palo Alto
(415) 493-9070

Contact: Jerry Schmidt, Principal

SUCCESS STRATEGIES IN EDUCATION (Grades K-6)

Purpose: Our school is the demonstration school for Dr. William Glasser's concepts of the Identity Society and Reality Therapy approaches to dealing with children.

Description: The staff is involved in demonstrating success strategies in curriculum, reality therapy approaches, individualized instruction and student involvement techniques. Underlying this program is the importance of dealing in the area of affective education for the development of cognitive skills.

Method of Evaluation: The research design includes measuring changes in the self concept, the child's sense of responsibility and attitudes about school, as well as academic achievement.

* * *

SAN JOSE UNIFIED SCHOOL DISTRICT

* * *

Anne Darling School
333 North 33rd Street, San Jose
(408) 251-2727

Contact: Phillip M. Ludi, Principal

LEARNING IMPROVEMENT PROJECT (Grades K-6)

Purpose: To bring about increased competence in phonics, accompanied by greater success in reading achievement.

Description: Youngsters diagnosed as problem readers are given intensive individual instruction designed to help them catch up on basic skills.

Method of Evaluation: Primary cooperative reading tests scores are used. May 1973 reading scores for grades 4-6 will be compared with May 1971 scores.

* * *

NONGRADED READING (Grades K-6)

Purpose: To allow for a flexible grouping plan to meet the needs created by individual differences in learning abilities, academic progress and social adjustment.

Description: Plan provides an opportunity for more effective developmental teaching and learning.

Method of Evaluation: Test scores, staff evaluations ,analysis of reasons for failure and devising of strategies for increasing progress efficiency.

* * *

READING/PHONICS PROGRAM (Grades K-6)

Purpose: To use "block of time" classroom schedules geared to meet the special reading needs of youth with provisions for maintenance and improvement of self-image.

Description: "Prime time" reading philosophy with a strong program of phonetics and word-attack skills.

Method of Evaluation: The Durrell Analysis of Reading Difficulty test will be administered for the planning of follow-up remediation programs.

* * *

* * *

Empire Gardens School
1060 East Empire, San Jose
(408) 293-0340

Contact: Jayne E. Beach, Principal

INDIVIDUALIZED READING IN PRIMARY GRADES (Grades K-3)

Purpose: To aid in nongraded primary reading program and allow each child to be placed at his own level in reading, and to keep working at his own level.

Description: The teachers develop performance objectives and place the children at their appropriate levels. Auxiliary materials were purchased to aid in areas of perception and reinforcement, as well as manipulative materials.

Method of Evaluation: State testing and teacher evaluation.

* * *

SEED (Grades 4-5)

Purpose: To expose disadvantaged youth to abstract concepts in a culture-free medium (math) to show that they are capable children.

Description: For 40 minutes each day, the children have a specially trained person helping them understand abstract math concepts.

Method of Evaluation: Reflects in increased accomplishments in other subject areas.

* * *

Gardner School
502 Illinois Avenue, San Jose
(408) 297-5979

Contact: R. Cirigliano, Principal

INDIVIDUALLY GUIDED EDUCATION (Grades K-6)

Purpose: To help teachers design instructional programs for individual students.

Description: A system for formulating and carrying out instructional programs for children, in which planned variations are made in what each child learns, how rapidly he learns and how he goes about learning.

Method of Evaluation: Set schoolwide educational objectives, specific instructional objectives for groups of children, skill tests for each child's level of skill development and instructional objectives for each child in the unit.

* * *

SAN JOSE UNIFIED SCHOOL DISTRICT

* * *

Grant School
491 East Empire Street, San Jose
(408) 297-4180

Contact: Bonnie Watts, Title I Resource Teacher; Ken Yamasaki, Principal; Sue Davidson, Curriculum Resource Teacher

INDIVIDUALIZED MATH AND READING (Grades K-6)

Purpose: To provide for individual differences in the learning abilities of children.

Description: Each child is diagnosed in reading and math skills and a profile is prepared for him. Prescriptive work by contract is given to him and he is then post tested.

Method of Evaluation: Pre and post tests.

* * *

INFORMATION RETRIEVAL CENTER (Grades K-6)

Purpose: To help students utilize a variety of media in order to develop an awareness of the changing curriculum. This center provides an opportunity for students to pursue personal interests, talents and to develop research skills.

Description: Students will have the opportunity to learn from media other than books for research, to learn how to operate the projector, cassette recorders and record players, and will have an opportunity to analyze and compare resource material.

Method of Evaluation: Student and teacher evaluation and community support.

* * *

Hacienda School
19950 McKean Road, San Jose
(408) 268-5300

Contact: Marvin Peterson, Principal

IMS - INDIVIDUALIZED MATH SYSTEM (Grades K-6)

Purpose: To provide each individual the opportunity to progress according to his/her ability in mathematics.

Description: IMS is a system or organization of materials which presents the necessary skills of elementary mathematics in a logical succession of separate steps, most of which children can master by working on their own in the classroom. The IMS curriculum is divided into ten topics: numeration, addition, subtraction, multiplication, division, fractions, mixed operations, money, time, measurement and geometry.

Method of Evaluation: Behavioral objectives for skills, placement testing, prescription forms, pre and post tests.

* * *

SAN JOSE UNIFIED SCHOOL DISTRICT

* * *

Reed School
1524 Jacob Avenue, San Jose
(408) 264-5900

Contact: Sverre Knapstad, Principal

FLEXIBILITY IN A SYSTEMIZED PLAN (Grades K-6)

Purpose: To meet individual needs of students in major academic areas. Emphasizes self-pacing and self-management, whereby students assume increased responsibilities in terms of decision making and planning.

Description: A considerable variety of individualized activities are incorporated into teaching/learning units based on achievement of behavioral objectives. Students work at levels determined by identification of individual academic needs, learning styles and areas of interests. Activities utilize existing commercial materials including multi-media, as well as creative ideas of students and teachers. Nongraded team teaching, cooperative teaching, self-contained units are involved in this individualized program.

Method of Evaluation: Unit tests are geared to behavioral objectives. Student-teacher conferences evaluate students' progress and provides for the planning of programs based on individual needs and interests.

* * *

SANTA CLARA UNIFIED SCHOOL DISTRICT

* * *

Agnew School
2250 Agnew Road, Santa Clara
(408) 248-5100

Contact: Charles Lundine, Principal

HOFFMAN INDIVIDUALIZED READING CENTER (Grades K-6)

Purpose: To provide an individualized sequential reading and language development program for all children.

Description: The Center is a totally individualized reading program and is adaptable to "English as a second language." A bilingual unit is provided. As all students are learning at their own rate and level of instruction, they receive remediation and continuous learning as well as reading enrichment to their basic reading program in each classroom. Each achievement unit is sequentially programmed for the level of individual instructional need. Children develop phonetic skills, word analysis, sentence structures, reading comprehension and work study skills.

Method of Evaluation: Gain for all students in the Hoffman Individualized Reading Center shall be 1.0 grade equivalent scores, based upon ten months of instruction, with provision for factoring if evaluation of the instructional period is less than ten months. Metropolitan Reading Achievement pre and post tests are used.

* * *

Laurelwood School
955 Teal Drive, Santa Clara
(408) 296-4666

Contact: Tom Wilberding, Principal

INDIVIDUALLY GUIDED EDUCATION IN MATH (Grades K-6)

Purpose: To have pupils and teachers accountable for the basic concepts in math; to assess, prescribe and evaluate specific instructional objectives for each child according to his needs.

Description: The staff has derived 210 objectives in math which will give pupils a good background in the basic concepts in math. They designed and implemented a program for each child according to the best learning mode of that child.

Method of Evaluation: Based on improvement of scores in the math areas.

* * *

SANTA CLARA UNIFIED SCHOOL DISTRICT

* * *

Laurelwood School (continued)

INSTRUCTIONAL IMPROVEMENT COMMITTEE (Grades K-6)

Purpose: To give teachers a voice in the operation of the school program.

Description: The committee consists of four unit leaders (chosen by all the members of the unit). The committee and the principal meet weekly to discuss the best utilization of school funds, curriculum, new programs, problems in the school and other matters in the school's operation. The committee brings input from unit members and after discussion arrives at mutually acceptable decisions and conclusions.

Method of Evaluation: Teachers feel they have a definite voice in the school's operation.

* * *

MULTI-UNIT SCHOOL (Grades K-6)

Purpose: To provide a more diversified program for pupils at all levels; to allow for close cooperation among teachers at all levels.

Description: The school is divided into four units: Unit 1, K-1, 3 teachers and 84 pupils; Unit 2, 1-3, 5 teachers and 142 pupils; Unit 3, 3-5, 5 teachers and 150 pupils; and Unit 4, 5-6, 5 teachers and 164 pupils.

Method of Evaluation: Since the emphasis will be on math for the 1972-73 school year, evaluation will be based on improvement of scores in this area.

* * *

Millikin School
2720 Sonoma Place, Santa Clara
(408) 248-1293

Contact: Gilford Hyder Jr., Principal

SEQUENCING OF MATHEMATIC CURRICULUM (Grades K-6)

Purpose: To utilize the Furgeson math pupil profile format and to report concepts accomplished by pupils to parents.

Description: Concepts are placed on skill-building levels, beginning with basic concepts a child should know in kindergarten. Sequential levels (100) are designated for mastery through the seventh grade. This profile follows the pupil through his grades.

Method of Evaluation: Post tests and teacher evaluations are given after five levels of accomplishment. Pupils are evaluated for concept retention.

* * *

SANTA CLARA UNIFIED SCHOOL DISTRICT

* * *

Millikin School (continued)

SULLIVAN PROGRAMMED READING (Grades K-6)

Purpose: To keep a profile on pupil's reading accomplishments and to teach phonics.

Description: A programmed reading curriculum with 21 books of skill-building materials. Books are utilized as a profile for each pupil's accomplishment.

Method of Evaluation: Teacher observation, tests and oral reading.

* * *

Raynor School
1500 Partridge Avenue, Sunnyvale
(408) 245-2722

Contact: Ray Ruf, Principal

FIRST-GRADE OPEN CLASSROOM

Purpose: If the child learns and thinks he is playing, the program is a success.

Description: All subject areas are taught through Learning Centers. Math is a departure particularly: text is not used as a basic part of the program. Manipulative materials, paper and pencil are utilized primarily.

Method of Evaluation: Teacher judgment and any appropriate tests.

* * *

THIRD-GRADE TEAM TEACHING VIA LEARNING CENTERS (Grades K-6)

Purpose: To establish a child-centered program in which children can learn at their own rate and in which most learning is done through small-group instruction.

Description: All subjects except reading are taught through teacher-developed learning centers. Emphasis is on small-group instruction. Program is open, fluid and highly flexible. Two teachers work as a team with a group of approximately 60 youngsters.

Method of Evaluation: Teacher judgment and any appropriate tests.

* * *

SANTA CLARA UNIFIED SCHOOL DISTRICT

* * *

Raynor School (continued)

MULTI-LEVEL UNGRADED TEAM TEACHING (Grades 4-6)

Purpose: To provide a fluid, exciting, horizons-unlimited program for the mentally gifted child or those children who possess a high degree of independence in their work habits.

Description: Each child performs at his own rate and level. Emphasis is on enrichment over and above the standard curriculum. The program is completely fluid and free-moving with special attention to small groups and/or individualized instruction. None of the basic organizations will be according to grade level. The multi-level group of 66 youngsters will be taught by a two-teacher team.

Method of Evaluation: Teacher, student and parent judgment and any appropriate tests.

* * *

Washington School
270 Washington Street, Santa Clara
(408) 296-8343

Contact: Edward Abrahamson, Principal

BEHAVIOR MODIFICATION (Grades K-6)

Purpose: To improve social behavior and interaction of students through new methods of classroom discipline. Expected results for all students are improved learning environment and increased ability of students to manage their social interactions positively.

Description: The principal will release teachers on a minimum day to attend an inservice held at the school. Inservice will be conducted by a psychologist on principles of behavior modification and positive reinforcement. In ensuing weeks, teachers will define and chart specific classroom problems and consult with psychologist to discuss solutions. Psychologist will be available one day a week for follow-up consultations.

Method of Evaluation: Teachers' and psychologist's observations and checklist.

* * *

SANTA CLARA UNIFIED SCHOOL DISTRICT

* * *

Washington School (continued)

INDIVIDUALIZED LEARNING CENTER (Kindergarten)

Purpose: To individualize instruction in reading readiness and math.

Description: In addition to the regular kindergarten curriculum, each child spends 30 minutes a day in task-oriented activities in the Learning Center, with the help of parent aides. Each child works through sequential steps determined by his needs, pace and ability.

Method of Evaluation: Records on individual Learning Center cards, and continuing participation by parent aides.

* * *

LIBRARY RESOURCE CENTER (Grades K-6)

Purpose: To foster individualized instruction by assisting students in directed and self-directed learning under the leadership of the classroom teacher. To increase efforts to secure volunteer help in the library resource center and have the facility functioning every day.

Description: The center will be an important part of the educational program. The use of the center by students and teachers will implement many of the district's educational goals. The center will provide a media program that includes materials, equipment, facilities and the services of volunteer aides. Volunteers will be receiving orientation through inservice by IMC representatives to insure the necessary confidence in the performance of duties.

Method of Evaluation: Observation, statistical analysis.

* * *

TUTORIAL PROGRAM (Grades K-6)

Purpose: To provide tutorial assistance to students who have learning deficiencies in the various disciplines. To improve self-image and assist students from Portugal and the Azores in learning to speak English.

Description: Santa Clara High School students, assigned from the Professional Observation Course, are provided one period each day to tutor students in mathematics, reading and English as a second language. Tutors and teachers work together in the improvement of these skills.

* * *

SUNNYVALE SCHOOL DISTRICT

* * *

Fair Oaks School
725 North Fairoaks Avenue, Sunnyvale
(408) 736-8180

Contact: C.E. Chantrill, Principal

CROSS-AGE TUTORING (Grades K-6)

Purpose: To improve the children's ability to read and work mathematics problems, and to enhance the self-image of children by putting them in a position to assist others.

Description: Children from upper grades work with children in lower grades. Also high school youngsters come to assist children in the school. They follow a highly structured developmental program organized by the reading specialist at the school.

Method of Evaluation: A variety of testing techniques developed by the reading specialist are used along with observations and other judgments.

* * *

UNION SCHOOL DISTRICT

* * *

Parker School
4455 Union Street, San Jose
(408)377-1540

Contact: Sophia Nelson, Principal

CONTINUOUS EDUCATIONAL GROWTH (Grades K-6)

Purpose: To provide individualized instruction.

Description: Behavioral objectives for all areas. No grades. Continuous student and parent conferencing. Diagnosis, prescription and evaluation continuous. Teacher's role: director of learning. Behavior modification techniques.

Method of Evaluation: Parent, student and teacher surveys annually. Pre and post tests annually. (Statistical study: 1970-71 and 1971-72).

* * *

JUNIOR HIGH

ALUM ROCK UNION SCHOOL DISTRICT

* * *

Lee Mathson School
2050 Kammerer Avenue, San Jose
(408) 251-3232

Contact: Bob Bird, Principal

INDIVIDUALIZED MATH SYSTEM (Grades 6-8)

Purpose: To permit students to learn at their most effective level and raise the mean math scores, if possible.

Description: I.M.S. is produced by the Center for Individualized Instruction Systems, Durham, North Carolina. The system includes placement testing, student profile sheets, pre and post tests, and skill folders containing the work. Worksheets are laminated in plastic and are non-consumable.

Method of Evaluation: Standardized tests and teacher judgment of affective growth.

* * *

CAMPBELL UNION SCHOOL DISTRICT

* * *

Monroe School
1055 South Monroe, San Jose
(408) 296-8808

Contact: Hank Dacuyan, Acting Vice Principal

TRIMESTER SCHEDULING (Grades 7-8)

Purpose: To offer students more courses that are responsive to individual student differences.

Description: Courses are offered in blocks of three 12-week periods rather than in two 18-week semesters.

Method of Evaluation: Surveying teachers and students at the end of the school year.

* * *

CUPERTINO UNION SCHOOL DISTRICT

* * *

Kennedy Junior High School
821 Bubb Road, Cupertino
(408) 253-1525

Contact: Jim Harriman, Principal

ROTATING SCHEDULE (Grades 7-8)

Purpose: To enable all classes to take advantage of some of the "prime morning instructional time." This means, of course, that all classes also take turns having the less desirable times - just before recess, lunch and the end of the day.

Description: Students take seven subjects, but only six in any one day as each subject is missed once in every seven day rotation. The shorter formal schedule enables us to provide a more effective program of academic assistance at the end of each school day. Students stay to practice typing, prepare for tests, make up missed work, clarify questions that have come up in class, or do remedial or enrichment work. An average of 650 students stay during each month for such purposes, in addition to those staying for athletic, music, clubs and similar activities.

Method of Evaluation: Questionnaire to parents, teachers and students; observation of school climate. This schedule has provided a variety to each day and has lessened the tension felt by students and faculty before. We feel that student behavior and attitude have improved also.

* * *

ENGLISH/READING ELECTIVE CURRICULUM (Grade 8)

Purpose: To provide an opportunity for eighth graders to take English/reading courses of special interest while still meeting the regular curriculum requirements.

Description: Courses offered are: Required - English/Reading, History, Mathematics, Physical Education and Science (seventh/eighth grade). Electives - Creative Writing, Spanish*, French*, German*, Russian (advanced placement), Drafting, Wood Shop, Metal Shop, Electronics, Foods (cooking), Journalism, Speech, Debate, Drama, Art, Crafts, Study Skills, Typing (beginning & advanced), Chorus, Band, Orchestra, Office & Lab, Clothing, Decorative Arts, Environmental Science.

*(advanced placement and daily living)

Method of Evaluation: Written evaluation by students.

* * *

GILROY UNIFIED SCHOOL DISTRICT

* * *

Brownell School
7663 Church Street, Gilroy
(408) 842-3135

Contact: G. Stephen Valencia, Principal

ENRICHMENT (Grades 7-8)

Purpose: To enrich our basic curricular program.

Description: All teachers list things they can do and would be willing to teach, and classes are scheduled accordingly: rug making, cooking (boys only), bowling, etc. Students choose from these special classes and attend twice a week for five or six weeks.

Method of Evaluation: There is no formal evaluation.

* * *

REMEDIAL READING (Grades 7-8)

Purpose: To provide remedial reading instruction for all students reading below grade level.

Description: By changing the subject content of our core classes, we are able to free four teachers (from a staff of 38) to teach remedial reading full time.

Method of Evaluation: Pre and post tests of all students referred for remedial instruction.

* * *

LOS GATOS UNION SCHOOL DISTRICT

* * *

Raymond Fisher School
17000 Roberts Road, Los Gatos
(408) 356-2141

Contact: Arthur Thimann, Principal

PARENT EDUCATION GROUPS (Parents of 7th and 8th grade students)

Purpose: To help facilitate communication between parents and children. To facilitate development of usable communication skills among parents, students and teachers.

Description: Groups meet regularly for six to eight weeks and discuss common concerns that they are experiencing with their children. The meetings take place at school with the counselor as leader. More effective communication skills are discussed and directed reading on the parent-child relationship is encouraged.

Method of Evaluation: Three kinds of questionnaires are used in the evaluation, and the parents make an informal evaluation.

* * *

DEVELOPMENT READING PROGRAM (Grades 7-8)

Purpose: To improve the reading skills, comprehension and speed of each 7th grade student.

Description: All 7th grade students, regardless of reading skill, are scheduled into Reading Lab for one quarter (12 weeks). Students are tested and assigned work at their reading levels. Machines (T-Matic, Tacho-Matic, Shadowscope, Language Master, Tape Recorder and Listening Center) and SRA Reading Labs are used to increase a student's span of perception, prevent regression, build vocabulary and enhance reading interest.

Method of Evaluation: The Reading Comprehension portion of the Stanford Diagnostic Reading Test, Level II (forms X & W), is administered during the first week of the quarter and again during the ninth week to determine each student's grade point equivalent. There is weekly evaluation of placement and effort, and a student questionnaire is given at year's end.

* * *

LOS GATOS UNION SCHOOL DISTRICT

* * *

Raymond Fisher School (continued)

TEAM LEARNING (Grades 7-8)

Purpose: To teach students through the use of micro-societies (learning teams). These teams become involved in a cooperative-competitive approach to learning. To place more responsibility for learning on the student than is evident in the linear, one-teacher/whole-class method of instruction.

Description: The class is divided into six teams of four or five students each. Team "huddles" are used from time to time. Each team is made up of high, average and low ability students. Each team has a leader and co-leader who are responsible for all activities and conduct within the team. The teacher acts as a facilitator.

Method of Evaluation: Continuous evaluations are made by teacher-prepared questionnaires, class discussions and individual student comments. Comparisons are made with classes using more conventional methods of instruction (with the same teacher).

* * *

COMBINATION CORE: MATH AND REMEDIAL ENGLISH (Grade 8)

Purpose: To show that every person has worth plus talent to share, and to provide experiences that relate education to the realities of life.

Description: Students are selected because of their inability or lack of desire to function successfully in math and English. The class utilizes the outside world as much as possible. Math and English classes are held in grocery and drug stores. The class studies unit pricing, tax calculation, money exchange, budgeting, problem solving, letter writing, etc. A bank cooperates in providing experience with savings, checking accounts, check writing, balancing, etc. Projects are contracted on a "need to know" basis; e.g., how does a needle on a record make music? What does an IQ test mean? The students are trained as recreational aides and tutors for younger children also.

Method of Evaluation: Any and all means are used: oral quizzes, student-teacher discussions, self-appraisal, objective and non-objective tests, group evaluations etc.

* * *

MORELAND SCHOOL DISTRICT

* * *

Castro Junior High School
4600 Student Lane, San Jose
(408) 379-1370

Contact: Dr. Leonard A. Herbst,
Assistant Superintendent

SATELLITE MEDIA CENTER READING LAB (Grades 7-8)

Purpose: To provide a reading solution for children with learning disabilities via the team approach.

Description: Two classes at each grade level (24 students in each class, maximum) have been assigned to remedial reading in addition to their English courses. These students have scored one or more grade levels below expected progress on reading tests and/or are recommended by their previous teachers. All other reading instruction is structured within the context of English classes.

Students are exposed to textbooks, workbooks and paperbacks that are provided by the state or through local district funds. Filmstrip viewers, projectors, listening center, tape recorders, and a phonograph are available to the students; but there is a shortage of tapes, records, filmstrips and transparencies.

Method of Evaluation: Reading growth expected in a nine-week class would be 0.25 years. Based on results in similar programs, we predict an average reading growth (as measured by the Gates Reading Inventory) of 0.5 years or better in reading comprehension, vocabulary and speed. Improved reading ability should be reflected in student success in all academic classes. Teacher observations should indicate increased interest and participation in other study areas.

* * *

MORELAND SCHOOL DISTRICT

* * *

Rogers Junior High School
4835 Doyle Road, San Jose
(408) 379-1370

Contact: Dr. Leonard A. Herbst,
Assistant Superintendent

MORELAND WOODS (Grades 7-8)

Purpose: To provide students with multiple opportunities to visit a living wilderness area; to allow students to participate in classroom science projects which are environmentally oriented; to involve community organizations, agencies and individuals in the development and support of Moreland Woods.

Description: Moreland Woods, adjacent to Rogers School, is dedicated to the flora and fauna of the Santa Cruz Mountain range. When the land is fully developed, it will include five basic life zones or biotic communities ranging from a damp coniferous forest to a drier chaparral area. While living at the foot of the Santa Cruz mountains, the students of Moreland School District have little access to its wealth. Ecologically, the two are vast distances apart. Moreland Woods is to be a miniature transplant available for daily study and pleasure.

Consisting of an acre and a half, Moreland Woods is a creative solution to an important educational problem. It will provide easy access to a "field laboratory" where students from the entire district can observe and study environmental inter-relationships.

The project is exemplary in that it will, at a relatively small cost, provide environmental science experiences which are currently available to only a few students through costly and remote "science camps," most of which are limited to one life zone.

Method of Evaluation: Analysis of change in behavior and understandings of natural science concepts. This will be measured by pre and post tests and surveys, classroom projects, community involvement, etc.

* * *

MOUNTAIN VIEW SCHOOL DISTRICT

* * *

Isaac Newton Graham School
1175 Castro Street, Mountain View
(408) 968-6565 x 29

Contact: Stewart E. Clegg, Principal

COMPREHENSIVE MUSICIANSHIP AS APPLIED TO INSTRUMENTAL MUSIC (Grades 7-8)

Purpose: To widen the education of instrumental music students so they become familiar with all the elements of music through performance, composition and the analysis of music from other times and composers.

Description: Comprehensive Musicianship is a national project funded by the Ford Foundation and the National Music Educators Association. This program, as part of that project, is an attempt to organize a course of band instruction around the three main elements of music: pitch, duration and qualities. After these are presented and defined, music of various periods and styles is played, analyzed and evaluated by the students. Some choose to compose pieces using the elements they discovered in the music of others. The course exposes students to music of other cultures and to music from Gregorian chant up to electronic and 12-tone music.

Method of Evaluation: Two pre tests given in fall 1971 were repeated in spring 1972 to measure the amount of growth. The first test was a standardized test of musical achievement, while the second was designed to measure musical sophistication.

* * *

CAREER AND LIFE STYLE PLANNING PROGRAM (Grades 7-8)

Purpose: To help student acquire and/or develop positive open attitudes toward the world of work and to see career planning as part of the developing self.

Description: In once-weekly, 45-minute periods, two teachers and approximately 30 student leaders implement activities designed to make eighth grade students aware of individual strengths and weaknesses; how personal characteristics relate to vocation, avocation and recreation; how to prepare for a chosen career. Through exposure to inventories, role playing, research in the Career Planning Resource Center, exposure to resource people and other student-guided activities, students may understand more about the way school affects their future.

Method of Evaluation: Pre and post testing, counselor-teacher-administrator observation of student reactions.

* * *

* * *

Isaac Newton Graham School (continued)

ADAPTIVE P.E. (Grades 7-8)

Purpose: To provide activity for students who are unable to participate in a regular physical education program. Emphasis is on recreational activities and individual endeavors.

Description: A daily class with units of instruction in swimming, trampoline, bowling, skill work in basketball, soccer, football, tumbling, softball, track and field, body mechanics, modern interpretive dance, paddle tennis, physical fitness testing and golf. Field trips are taken to the swimming pool, bowling alley and golf course. Hiking to nearby parks and bicycling complete the activities.

Method of Evaluation: Observation by teachers, counselors, nurse and administration.

* * *

INTRAMURAL PROGRAM (Grades 7-8)

Purpose: To keep students active and give them something recreational to do.

Description: Interested students sign up with intramural sponsors for flag football, basketball, softball, track and volleyball. After four to six weeks, the team with the best win/loss record has their names added to the plaque attached to a three-foot perpetual trophy. The old plaques are displayed in the Graham Hall of Fame.

Method of Evaluation: Participation and response from the student body.

* * *

STUDENT BODY FUNDS (Grades 7-8)

Purpose: To delegate financial experience to the Student Council in order to teach fiscal responsibility.

Description: Each activity asking for funds presents the rationale and justification to the Student Council. After discussion, the Council may decide by vote or send the item back to homeroom for further discussion and later submission.

Method of Evaluation: Adult and student reaction.

* * *

OAK GROVE SCHOOL DISTRICT

* * *

Herman School
5955 Blossom Avenue, San Jose
(408) 226-1886

Contact: Mark Webster, Principal

SCHOOLS WITHIN A SCHOOL (Grades 6-8)

Purpose: To provide for alternative learning styles.

Description: An instructional program that incorporates various learning styles. Four schools within one school have been designed to match some of the different ways children learn. These "schools" provide the students with four choices: an individualized departmentalized curriculum, team teaching, one teacher in one classroom, or a self-directed learning plan.

Method of Evaluation: Multiple evaluation techniques.

* * *

INDIVIDUALIZED MATH AND SCIENCE (Grades 6-8)

Purpose: To provide children with opportunities to learn math and science as their needs dictate.

Description: Science classes are conducted on the basis of units which stress student involvement. The student concludes one unit when he considers himself ready for the post test and may spend as much time on a unit as he needs. Math classes are completely individualized with pre and post tests to help the student find out what he needs to learn and then what he has learned.

Method of Evaluation: California Achievement Test for math. Evaluation form for science yet to be developed.

* * *

PALO ALTO UNIFIED SCHOOL DISTRICT

* * *

Wilbur Junior High School
480 East Meadow Drive, Palo Alto
(415) 327-7100

Contact: Bill Grahlman, Principal

THE WORLD OF CONSTRUCTION (Grades 7-8)

Purpose: To offer a comprehensive and innovative one-year junior high school course in construction technology. Designed to prepare students for enlightened citizenship and to provide educational-occupational guidance for the world of work.

Description: Three major sections: an analysis of the managed-personnel production system of construction, a synthesis of housing construction practices, and a synthesis of city and regional planning practices.

The housing construction section is a synthesis of construction practices applied to a house. Each student also builds a model of his dream house, thus reinforcing knowledge of major construction practices. The city and regional planning section introduces the impact of construction upon society and the effects of large scale and long-range decision making.

Method of Evaluation: Periodic assignments and questionnaires on current activities. Five tests each semester and a comprehensive final. S udents evaluate their own class work using a pre-designed scale periodically through the program.

* * *

THE WORLD OF MANUFACTURING (Grades 7-8)

Purpose: To introduce the practices related to manufacturing technology. with a view to preparing students to choose their field of work (follows the "World on Construction ")

Description: This one-year course includes a brief history of manufacturing, an analysis of the managed-personnel production system of manufacture and a synthesis of manufacturing practices applied to the corporation. Includes the concepts of researching, designing and engineering, and information on the production practices for textile, metal, plastic, wood, chemical, leather, food, electrical, rubber, printed matter, petroleum products, etc. In both courses, personnel practices are explained at appropriate points.

Method of Evaluation: Same as the "World of Construction."

* * *

SARATOGA UNION SCHOOL DISTRICT

* * *

Redwood Intermediate School
13925 Fruitvale Avenue, Saratoga
(408) 867-3042

Contact: Phil Ward, Principal

TRIMESTER PROGRAM (Grades 7-8)

Purpose: To broaden the elective program and provide in depth coverage of specific subjects.

Description: School year is divided into thirds rather than halves; three 12-week sessions instead of two 18-week sessions.

Method of Evaluation: Yet to be determined.

* * *

SAN JOSE UNIFIED SCHOOL DISTRICT

* * *

Markham Junior High School
2105 Cottle Avenue, San Jose
(408) 266-6260

Contact: Thomas Lambre, Principal

MATH LEARNING CENTER (Grades 7-9)

Purpose: To develop supplemental instructional techniques in order to increase the number of 7th grade math students who achieve grade-level performance with regard to basic skill.

Description: All 7th grade math students not working at grade level will have access to a math learning center which is planned to offer supplementary instruction techniques, utilizing teacher-developed and commercial media. The progress of all 7th grade math students will be monitored in regard to basic skill objectives over an extended period of time.

Method of Evaluation: Comprehensive achievement monitoring concept by comparing pre and post test data for all 7th grade math students. Instructional performance objective for project: At the end of the 1971-72 school year, 80% of all students enrolled in the 7th grade mathematics curriculum will achieve grade level competency in the basic skills.

* * *

UNION SCHOOL DISTRICT

* * *

Union School
2130 Los Gatos-Almaden Road, San Jose
(408) 371-0366

Contact: Elvin Mardock, Principal

FOCUS ON THE FUTURE (Grades 7-8)

Purpose: To present vocational options to students early enough to help them plan education toward vocational goals.

Description: This elective program is offered in conjunction with materials developed by Guidance Dept. of Santa Clara County Office of Education. The students visit several types of businesses and learn to fill out job application forms and how to conduct themselves in interviews.

Method of Evaluation: Student and teacher evaluations and traditional letter grades.

* * *

NOTEHAND (Grades 7-8)

Purpose: To introduce students to the secretarial sciences.

Description: Seventh and eighth grade students use the Gregg Notehand text for this one-semester elective. Seventh graders seem to be able to handle the course just as well as eighth graders.

Method of Evaluation: Personal growth and skill ability are graded by instructor. Students keep a daily log.

* * *

MASS PRODUCTION PROJECTS: WOODSHOP AND METAL SHOP (Grades 7-8)

Purpose: To train boys in the concepts of design, manufacturing, marketing, and cost analysis.

Description: Students choose their own projects and follow through from design to completion. Projects have included toys, fireplace tongs, clipboards, etc.

Method of Evaluation: Evaluation is done by instructor at various stages of the projects. The program is working very well.

* * *

WHISMAN SCHOOL DISTRICT

* * *

Crittenden School
1701 Rock Street, Mountain View
(408) 967-7235

Contact: Harold Zuckerman, Principal
Steve Myers, Donna Brandes, Teachers

HUMAN DEVELOPMENT (Grades 6-8)

Purpose: To build a firm commitment to a deliberate process of growth and change.

Description: Class activities fall into four basic categories: those developing a constructive dialogue with one's own fantasy life; those developing awareness and responsiveness in nonverbal communications; those developing and exploring one's emotional responses to one's environment; and those emphasizing living fully and intensely in the present.

Children will take risks when they see the uncertain as less threatening than the status quo. A primary need is to build a warm, trusting group consciousness. Teachers must assume the role of non-authoritarian facilitators participating in every activity possible. Some of the fear of "trying on" new forms of behavior can be eliminated by the teacher's example.

(See Building Commitment to a Deliberate Process of Change and Growth, by Irons, Kassar, Myers for information on resources used. Available from Steve Myers, 13640 Burke Avenue, Los Altos Hills 94022.)

Method of Evaluation: Pre and post testing (Coppersmith, Rotter); daily journals, oral and written student feedback, vocabulary measure, observation by outsiders at beginning, middle and end of course.

* * *

NON-GRADED MATH PROGRAM (Grades 6-8)

Purpose: To provide students with a flexible math program that will allow them to work at their level of need and achievement.

Description: The high school that Crittenden feeds into reported that in most cases incoming students needed more basic mathematics. Therefore, Crittenden planned and is carrying out a math program based on ten levels of ability. As this program is non-graded, students can work at their level of need. The flexibility of the program allows students to move to other levels as they are ready.

Method of Evaluation: Feedback from the high school indicates students are now learning the basics. As a result, students are being placed with more accuracy and are having more success. Mathematics is no longer considered a problem area of the school's curriculum.

* * *

WHISMAN SCHOOL DISTRICT

* * *

Crittenden School (continued)

BEHAVIORAL OBJECTIVE REPORTING SYSTEM (Grades 6-8)

Purpose: To provide students and parents with as much information as possible about the purpose and content of the courses offered at the school. Reporting forms written in behavioral objective form are used.

Description: Course descriptions are written by individual teachers specifically stating what the course is about. Along with this description are listed the objectives of the course, usually written in behavioral objective form. The reporting form (addressed to students and parents) is designed by individual teachers who update it as they see fit.

Method of Evaluation: The evaluation of this reporting form has been mostly subjective. Three studies of student attitudes toward this reporting system have been favorable.

* * *

SENIOR HIGH

CAMPBELL UNION HIGH SCHOOL DISTRICT

* * *

Del Mar High School
1224 Del Mar Avenue, San Jose
(408) 298-0260

Contacts: Mrs. Merle Woodward, Head
English Department
George Miskulin, Principal

WORD MACHINE (Grades 9-12)

Purpose: To allow freshmen English students to learn language and grammar skills through the use of audio visuals, concrete, abstract, group and personal experiences.

Description: The Word Machine is a room devoted solely to language acquisition skills. This room provides the facilities for total environmental immersion: a variety of media, experiences, individual packets, games, bulletin board, mobiles and posters, all language-oriented. The Word Machine offers the variety, the involvement, the activities, the machines and the resources for vital language acquisition.

Method of Evaluation: The student will be able to set personal goals with his teacher's recommendations and counseling.

* * *

Prospect High School
18900 Prospect Road, San Jose
(408) 253-1662

Contact: Verdun Romer, Principal

MODIFIED SCHEDULING (Grades 9-12)

Purpose: To allow students to experience a greater variety of educational activities, more frequent and direct tutorial assistance and to more fully utilize the plant facilities.

Description: Reduce the length of the class periods to 48 minutes to create an additional period (7th). This period is for optional use by the students in order to attend mini-courses. Otherwise, the students attend school six periods. For the faculty, this additional period is called Staff Instructional Time. Teachers are assigned to either a resource center or learning center to give individualized instruction or tutorial assistance (or teach a mini-course on a voluntary basis).

Method of Evaluation: Utilize a common assessment procedure or comparison for those objectives which are conducive to assessment in this manner. For other objectives, an assessment would be made by means of a questionnaire and a subsequent review and evaluation of the results.

* * *

EAST SIDE UNION HIGH SCHOOL DISTRICT

* * *

William C. Overfelt High School
1835 Cunningham, San Jose
(408) 259-0540

Contact: Bob Clement, Director of POD

OMNIBUS SCHOOL (Grades 9-12)

Purpose: To provide an alternative approach to education.

Description: Sophomores and juniors (120) are taking part in a program with three focal points: on-campus activities, community involvement and outdoor experience. The program includes 60 Title I and 60 non-Title I students of various abilities. Students, teachers, aides and community volunteers are integral parts of the program - developing and presenting the mini-courses on campus and leading off-campus activities.

Method of Evaluation: Testing, attendance, discipline analysis.

* * *

Silver Creek High School
3434 Silver Creek Road, San Jose
(408) 274-1700

Contact: Jim Marso, Teacher

READING: NEWSPAPER IN THE CLASSROOM (Applicable to Grades 1-12)

Purpose: To improve reading habits, reading speed, reading comprehension, vocabulary. To widen student interest in society and awareness of current events.

Description: Students read the newspaper with (1) evaluation of reading speed increase, (2) an outlined presentation of daily hints of good reading habits (attitudinal and skill types), (3) peer group motivation and evaluation, (4) introduction of skim reading techniques and doubling of the rapid reading rate with high level of comprehension.

Method of Evaluation: The Nelson Reading Test is used to evaluate grades 1-10. The Nelson-Denny Reading Test is used to evaluate grades 7-college. During the last summer school session (6 weeks, 4 hours per day, 5 days a week), the average improvement in reading was 2 1/2 years in ability. In the quarter (10 weeks, 45 minutes a day, 5 days a week), the average improvement in reading was 2 years in ability.

* * *

FREMONT UNION HIGH SCHOOL DISTRICT

* * *

Homestead High School
P. O. Box F., Sunnyvale
(408) 245-5180

Contact: Mrs. Janine Stark, Director of Guidance

PEER COUNSELING (Grades 9-12)

Purpose: To provide a place and opportunity for students to discuss problems in confidence with their peers.

Description: Students have been trained in basic counseling practices to handle problems that some students are reluctant to discuss with an adult.

Method of Evaluation: Follow-up study and survey to be made since this is the first year in operation.

* * *

Monta Vista High School
P. O. Box F., Sunnyvale
(408) 257-6660

Contact: Kurt Voester, Math Department Chairman

MANAGEMENT OF LEARNING THROUGH USE OF BEHAVIORAL OBJECTIVES (Grades 9-12)

Purpose: To use sound management principles in structuring learning, to involve the student in managing and monitoring his learning.

Description: Terminal objectives (broad) and course objectives (specific) have been written for all courses. Time frames have been modified as much as possible to allow learning at different rates. Instruction has been modified to allow for differing modes of learning. Students are graded on the objectives they have met. They may take an unspecified number of alternate tests for each objective until mastery has been achieved.

Method of Evaluation: Student questionnaire; feedback from students, teachers, administration, parents and counselors.

* * *

FREMONT UNION HIGH SCHOOL DISTRICT

* * *

Sunnyvale High School
Duane and Britton Streets, Sunnyvale
(408) 739-4819

Contact: Edmond D. Bangle, Vice Principal

COMMUNITY SCHOOL CONCEPT (Grades 9-12)

Purpose: To make available to the community the rich facilities of Sunnyvale High School, and to foster community programs related to education.

Description: A Director of Community Schools was employed full time to coordinate and initiate programs within the community utilizing high school facilities.

Method of Evaluation: Objectives of this program are established on a yearly basis, and evaluation involves the collecting of data as it directly relates to those objectives.

* * *

EDUCATIONAL PLACEMENT COMMITTEE (Grades 9-12)

Purpose: To facilitate adequate placement of youth in alternative programs.

Description: The Educational Placement Committee is composed of an intern psychologist, the vice principal and the Director of Guidance, who meet with representatives of the grade-level team weekly to discuss and recommend changes in the school program to best fit the needs of individual students.

Method of Evaluation: Student performance records are maintained by the psychologist and reviewed periodically. Informal feedback from grade level administrators and counselors is considered continually.

* * *

SCHOOL WITHIN A SCHOOL CONCEPT (Grades 9-12)

Purpose: To provide a better form of administrative organization.

Description: The administrative organization is divided into a grade-level structure involving a team composed of an administrator and a number of counselors and a secretary. This team stays with a class during its 4-year progression in high school.

Method of Evaluation: Informal evaluation by the administrative and counseling staffs.

* * *

FREMONT UNION HIGH SCHOOL DISTRICT

* * *

Sunnyvale High School (continued)

MULTI-MEDIA CENTER (Grades 9-12)

Purpose: To provide a variety of media and facilities to aid students in developing skills, abilities and interests for continuing education.

Description: The program involves expanding the present library, combining it with audio-visual materials and making all these media immediately accessible for students. A large grant was given through Title II for this purpose. It also involves a teacher inservice training phase and a training unit for all students in the proper use of media.

Method of Evaluation: For inservice training of both teachers and students, evaluation will be based on pre and post tests. The media concept involves a very extensive evaluation design.

* * *

SCHOOL-WIDE READING PROGRAM (Grades 9-12)

Purpose: To make every teacher at Sunnyvale High School a teacher of reading.

Description: This program began with the training of subject area reading specialists for each department at Sunnyvale High School, in cooperation with DeAnza Community College. These reading specialists then have the challenge of meeting with other teachers within their department, visiting their classes and working with them during specially provided times to improve their skills in teaching reading.

Method of Evaluation: This program has an extensive evaluation design primarily considering student performance as measured by appropriate tests and questionnaires. Teacher performance is observed and evaluated by the reading specialists and by means of student questionnaires.

* * *

* * *

Sunnyvale High School (continued)

REMEDIAL READING PROGRAM (Grades 9-12)

Purpose: To bring students who are reading at least 2 grade levels below normal up to grade-level placement.

Description: This program trains work/study students from San Jose State University in tutorial methods and assigns them to a daily tutoring of students with reading problems. A full-time certificated director coordinates the program. The high school students in our reading program then tutor students on the elementary level. Approximately 150 students are involved in this program.

Method of Evaluation: Student performance with particular emphasis on reading growth as measured by standardized reading tests.

* * *

COMMUNITY INVOLVEMENT - TITLE I (Grades 9-12)

Purpose: To involve community people directly in the educational process.

Description: Community people are hired with Title I funds to perform a variety of tasks, as teacher aides, tutors, telephone operators, home contact aides, and career center coordinators. Their functions vary as funds allow, and needs are established.

Method of Evaluation: Evaluation is based on the extent of involvement of community people.

* * *

GILROY UNIFIED SCHOOL DISTRICT

* * *

Gilroy High School
385 I.O.O.F. Avenue, Gilroy
(408) 842-3124

Contact: Richard Imler, Assistant Principal

MATH I (Grades 9-12)

Purpose: To fill a very large gap which exists in our curriculum. This program ensures eighth grade competency in mathematics for all of our graduates.

Description: Math I is an individualized program allowing students to work at their own rate. Students usually enter the program at the tenth grade level. Some students take one year to finish the program.

Method of Evaluation: Evaluation is based on the abilities of the students finishing the program.

* * *

ENGLISH ELECTIVE SYSTEM (Grades 9-12)

Purpose: To allow students to select courses on the basis of their interests. We involve parents as well as the students themselves in the selection of courses they will take.

Description: Included in the English curriculum are: Creative Writing, Advanced Creative Writing; Term Paper; Introduction to Journalism; Advanced Journalism; Composition and Grammar Workshop; Business English; Developmental Reading; Recreational Reading; Short Story; Ethnic Literature; Shakespeare; Fantasy Literature; Steinbeck; Bible as Literature; Folktales; Western Literature; Hemingway; Conversation Techniques; Singing Poets; Youth on Film; Communication Workshop I and II; Focus on Youth; Humanities; Drama I and II; Speech, Debate and General Writing.

Method of Evaluation: Student questionnaire followed by teacher evaluation.

* * *

GILROY UNIFIED SCHOOL DISTRICT

* * *

Gilroy High School (continued)

BILINGUAL PROGRAM (Grades 9-12)

Purpose: To offer daily classes in English as a second language and to teach World History, Math, U.S. History and Government in both English and Spanish.

Description: English, Second Language I - double period class; English, Second Language II - double period class; Bilingual Social Studies - single period class; Bilingual Math - single period class.

Method of Evaluation: By the transition of bilingual students into the regular program of studies. This transition is being made very successfully by the students in the bilingual program.

* * *

MORGAN HILL UNIFIED SCHOOL DISTRICT

* * *

Live Oak High School
80 West Central Avenue, Morgan Hill
(408) 779-3151

Contact: John L. Huning, Teacher

I-LM (Grades 10-12)

Purpose: As an "alternative" to the traditional classroom, I-LM is based on individualized instruction in a non-pressured environment.

Description: The primary academic areas of I-LM are the social sciences and English. Within these broad areas, student contracts are related to student interests and needs, and may range from creative photography to projects and service in the community. Aside from purely academic goals, one of the primary objectives of the program is to effect attitudinal changes and self-actualization. For many students, the I-LM area is a home base; a place to relax together, relate to each other, learn together and build together. An equally important objective is to shift the responsibility for learning from the teacher ("his" projects, "his" class) to the students and thereby stimulate motivation.

Method of Evaluation: Students are individually evaluated according to objectives established between teacher, student and (when possible) parents. The instruments used are research papers, book critiques, prepared tests, student-teacher discussion, creative projects or written work, and group seminars. Each student receives from one-half to 15 units per semester for amount of work accomplished. The letter grade is based on the quality of work accomplished.

* * *

Contact: Gerald Logan, Foreign Language Department Chairman

INDIVIDUALIZED GERMAN PROGRAM (Grades 9-12)

Purpose: To provide individualized learning in German with self-pacing, individualized content, objectives and learning mode, and a system of variable credits.

Description: Forty-five different German courses are offered each period in ungraded classes. Students may choose courses according to interest, goals and learning style. There are small conversation groups, multi-media presentations, locally developed materials and a unique culturally-oriented learning center.

Method of Evaluation: Students are evaluated daily, individually, by a team of teachers and aides according to departmental objectives. The entire program is based on written performance objectives. College prep students are given standardized tests from ETS.

* * *

MOUNTAIN VIEW-LOS ALTOS UNION HIGH SCHOOL DISTRICT

* * *

Mountain View High School
P.O. Box 640, Mountain View
(408) 967-5543

Contact: Collie J. Kidwell, Principal

CAREER CENTER MINI-COURSES (Grades 9-12)

Purpose: To maximize student awareness and use of our Career Center. To provide enriched curricular offerings in career-related subjects.

Description: Mini-courses are offered for varying lengths of time and for varying credits depending on the nature of the class. Parent, community and student talents and resources are used in the development and presentation of courses when appropriate. Possible courses include: Marriage, Income Tax, Employer-Employee Relations and the Law, Buying Guides, Banking, Dieting, etc.

Method of Evaluation: Students are evaluated on the completion of assignments. Course effectiveness is evaluated through questionnaires to participants, etc.

* * *

ENGLISH AS A SECOND LANGUAGE (Grades 9-12)

Purpose: To provide extra help for students who enter from foreign countries or who come from non-English speaking homes. To increase their proficiency in English as rapidly as possible.

Description: A certificated teacher has two ESL classes per day with a full-time teacher's aide and some volunteer tutoring help. The aide tutors the beginning students and helps all students with the assignments for their other classes.

Method of Evaluation: The performance of students in the ESL classes and in their regular classes serves as a measure of the success of the instruction.

* * *

MOUNTAIN VIEW-LOS ALTOS UNION HIGH SCHOOL DISTRICT

* * *

Mountain View High School (continued)

RETAIL MERCHANDISING (Grades 9-12)

Purpose: To prepare students for entry level jobs in retailing. To enhance the student's employment opportunities by providing job experience in retailing.

Description: After two months of intensive preparation, training and evaluation, students are placed on work stations in local stores. For the remainder of the school year, the Retail Merchandising Course is divided with one hour on the job for every hour in class.

Method of Evaluation: Evaluation by local stores and participants. Follow-up evaluations by employers if students enter retailing.

* * *

SUPPLEMENTARY EDUCATION (Grades 9-12)

Purpose: To solve specific educational and emotional problems of students who are educable, but mentally retarded, educationally handicapped or have learning disabilities.

Description: (1) An Instructional Materials Center where a slot file has materials in all subjects at all levels. (2) A therapeutic and vocational woodshop where program teachers use the school's woodshop facility. (3) A special Life Science class using the lab facilities of the school. (4) Also courses in Math, English, U.S. History, Civics, World Affairs, Vocational Education, Geography and Modern Europe.

Method of Evaluation: The program evaluates the progress of its students through the use of WRAT (Wide Range Achievement Test). Some teachers also used the Spache and Webster tests. The WISC or WAIS, Bender-Gestalt and Goodenaugh tests are administered before the student enters the program.

* * *

MOUNTAIN VIEW-LOS ALTOS UNION HIGH SCHOOL DISTRICT

* * *

Mountain View High School (continued)

SMALL-GROUP INSTRUCTION (Grades 9-12)

Purpose: To teach students to work together. To allow the teacher to work with four students at one time. To reduce "lecturing" to a bare minimum.

Description: Students arrange their chairs in groups of four, and study teacher-written materials together, help each other and become better acquainted. The teacher circulates around the room and aids the groups AFTER they have discovered their problem. Lectures occur only about once a week. This approach is being tried with a variety of subjects.

Method of Evaluation: Teacher comparison with former lecture method. Written evaluation by students at end of the year.

* * *

TITLE I - ENGLISH (Grades 9-12)

Purpose: To individualize instruction in English and mathematics, including an enrichment program and increased individual counseling.

Description: Two Title I English classes of twenty students each are taught daily by English teachers with the help of tutors. A special Title I counselor arranges the students' schedules and plans for field trips. Those students who require help in reading take Reading I classes in addition to English classes.

Method of Evaluation: Pre and post tests are given. Changes in behavior patterns are noted by the counselor, teachers and tutors.

* * *

PALO ALTO UNIFIED SCHOOL DISTRICT

* * *

Cubberley Senior High School
4000 Middlefield Road, Palo Alto
(415) 327-7100 x 5558

Contact: Herman Ohme, Principal

ALTERNATIVE SCHOOL - OMNIBUS SCHOOL (Grades 9-12)

Purpose: To build an environment which allows students the freedom and flexibility to pursue their interests and conforms to their needs.

Description: The alternative school is a cooperative program composed of students, faculty, parents and resource people. The structure involves seminars, tutorials, independent study, exploratory experience, community involvement, field trips, classroom attendance and research projects. The student proceeds under careful guidance from teachers and is responsible for completing his own work.

Method of Evaluation: Student-teacher contracts.

* * *

SAN JOSE UNIFIED SCHOOL DISTRICT

* * *

Leland High School
6677 Camden Avenue, San Jose
(408) 268-1313

Contact: Harriet Rudd, Vice Principal

SEQUENTIAL PROGRAM IN SOCIAL SCIENCES (Grades 10-12)

Purpose: To have students learn by inquiry and concept methods in social sciences.

Description: Students take one year of World Studies, then one year of American Studies and then one elective class. Concepts are begun in the first year work and carried through 2-1/2 years of work, as is the sequential writing program which includes a formal term paper.

Method of Evaluation: Measurement of test items to show successful achievement of performance criteria, meeting objectives of the course.

* * *

INDIVIDUALIZED INSTRUCTION - BIOLOGY I (Grades 10-12)

Purpose: To allow students to learn Biology I and II at their own pace through individualized learning packets, which are mastered before the student progresses to the next unit of study.

Description: The teachers made learning packages and the students began to use them, each proceeding at his own pace: pre-testing, studying with lab work ecperiments, then post testing. There are nine sections using this approach, with 207 students involved. Labs are 80 minutes long and are held three times a week. The way the program is designed, no student can fail a class.

Method of Evaluation: Comparison of learning achievement with previous conventional classes (group lea ming), particularly in regard to depth of underscanding. Analysis of completion of course by students on their own responsibility.

* * *

* * *

Leland High School (continued)

ENGLISH ELECTIVES (Grades 10-12)

Purpose: To allow students to have a choice in areas of literature covered.

Description: All sophomores have the same materials in the first semester. The next five semesters, students select classes by semester, e.g., Shakespeare, Human Condition, Poetry Analysis, Black Writers, Focus on Youth, Russian Literature, etc. Writing and reading skills are developed as part of the electives.

Method of Evaluation: Written compositions weekly. Analysis of student's attitudes toward English. Conference once a week for individual evaluation of literature.

* * *

SCHEDULING OF CLASSES BY STUDENT SELECTION (Grades 10-12)

Purpose: To allow students to enroll in classes with more choice in times. To bring teachers closer in counseling relationship with students.

Description: Students make out their programs in spring with approval of parents and counselor. The first day of school, students go from one department to another completing all registration procedures in an hour. Class rolls are determined at that time between teacher and students registering.

Method of Evaluation: Number of changes made after school starts, change in programs starting the first day of class, and attitudes of students and staff.

* * *

Abraham Lincoln High School
555 Dana Street, San Jose
(408) 293-2684

Contact: Florence Kuhlenkamp, Chairman
Mathematics Department

INDIVIDUALIZED ALGEBRA, FIRST YEAR (Grades 9-12)

Purpose: To allow student to pace himself in first-year algebra.

Description: Student progresses at speed he chooses for himself. Credit for the course is not given until he has completed a certain number of work units. He may receive one credit, one-half credit or no credit by the end of the year. This program will be tried in the general math classes in the 1972-73 school year.

Method of Evaluation: (None specified.)

* * *

SAN JOSE UNIFIED SCHOOL DISTRICT

* * *

Abraham Lincoln High School (continued) Contact: Bonnie Thompson, Vice Principal

COMPUTER AS A PROBLEM-SOLVING TOOL AND SIMULATOR (Grades 9-12)

Purpose: To utilize the computer as one tool in the curriculum in math, science, social science and business; and to make the majority of students aware of the computer's use.

Description: The computer equipment is located strategically to enable students to learn the basic computer language efficiently at the keyboard. It is also used for simulations which are an important part of the program.

Method of Evaluation: Achievement monitoring of each curriculum involved. Subjective: to what extent have computer concepts been incorporated into the various curricula?

* * *

PROJECT R-3 (Grades 9-12) Contact: Leonard Hull, Director, R-3

Purpose: To improve basic reading and arithmetic skills of underachieving students (a state-funded compensatory education program).

Description: The basic technique is diagnostic/prescriptive individual student progress contracts and materials in reading and arithmetic. The motivational component, familiar in some industries, involves the gaming/simulation teaching technique. This component is modified by the R-3 staff as needed. Project R-3 has been designated as one of the five national model programs by the federal "Right to Read" program.

Method of Evaluation: The program, evaluated by Rand Corporation, has been considered fiscally "cost effective" in achievement gains for the past three years of operation.

* * *

SAN JOSE UNIFIED SCHOOL DISTRICT

* * *

Abraham Lincoln High School (continued) Contact: Vivienne Andres, Art Department Chairman

ELECTIVE ART PROGRAM (Grades 9-12) (To be initiated in fall 1972.)

Purpose: To allow more flexibility in student choices of art courses. Courses will offer broad range of activities and wide scope of choices.

Description: A series of courses for semester and year credit covering many facets of art. We feel that the students need to make choices, to get a wide sampling of art experiences. Special problem courses for advanced students will allow for schedule variations and individual work in home studios.

Method of Evaluation: Written evaluation forms to be filled out by students, class numbers, enthusiasm generated by students, proficiency tests.

* * *

Contact: Maria Toepfer, Foreign Language Department

INDIVIDUALIZED PROGRAM IN FRENCH AND GERMAN (Grades 9-12)

Purpose: To provide for individual differences in ability and need.

Description: Students progress at different rates depending on ability and willingness to work using guidelines. When a student feels he knows the material in a work unit, he takes tests in listening comprehension, grammar and oral work. Students work alone, in small groups or with the teacher. There is a close working relationship between student and teacher.

Method of Evaluation: Students take tests when ready. They need to receive 80% correct answers on all tests, taking some tests several times if necessary. Partial credit may be earned or more than one year's credit in a year for fast learners.

* * *

SAN JOSE UNIFIED SCHOOL DISTRICT

* * *

Abraham Lincoln High School (continued) Contact: Vivienne Andres, Art Department Chairman

METAL ARTS (Grades 9-12)

Purpose: To give students experience working with different kinds of metal in creating sculptural, functional and nonfunctional pieces.

Description: Allows students opportunity to learn how to solder and weld various kinds of metals in a shop situation. (This is one of few such courses offered in high school to our knowledge) Students learn a variety of specific craft techniques as well as responsibility in handling technical equipment.

Method of Evaluation: Written evaluation by students, proficiency tests, class numbers, enthusiasm generated by students.

* * *

Contact: Dorothy Slattery, Homemaking Department Chairman

SPECIAL FOODS (Grades 10-12)

Purpose: To provide on-the-job experience in the operation of a luncheon shop.

Description: Students serve and sell a luncheon once a week to faculty, parents, and other adult customers. The class does the planning, shopping, preparation, serving, cashiering, clean-up and evaluation.

Method of Evaluation: Class discussion, teacher evaluation, comments of persons served and number of customers who return.

* * *

SAN JOSE UNIFIED SCHOOL DISTRICT

* * *

San Jose High School
275 North 24th Street, San Jose
(408) 294-4330

Contact: Cathie Wiehe, Urban Studies Department Chairman

URBAN STUDIES (Grades 9-12)

Purpose: To teach students skills and strategies enabling them to better cope with their urban environment.

Description: A four-period program offering credit in Social Studies, Math and English. The core subject matter covers crimes and justice, sociology, city health problems and city politics. There is much individualized instruction and opportunity for community involvement. The program involves team teaching and planning, student-initiated courses and student-planned field trips.

Method of Evaluation: This program is designed to reach students whose poor attendance indicates lack of interest in the regular program. Thus, we look at attendance rates as one factor for evaluating the program. We also evaluate by testing students over objectives set out at the beginning of the school year.

* * *

SANTA CLARA UNIFIED SCHOOL DISTRICT

* * *

Emil R. Buchser High School
3000 Benton Street, Santa Clara
(408) 248-4715

Contact: John Mix, Dean of Guidance and Curriculum

SCHOOL-WIDE PRE-REGISTRATION (Grades 9-12)

Purpose: To involve the faculty in student course selection and to formalize their advisory function in student scheduling.

Description: Faculty decides which courses in each department should require permission of instructor to register. Students are informed of course offerings and need for instructor's permission in group guidance sessions and printed materials. Teachers use selected class time to work with students on course selections within their respective departments. Students must secure teacher's signature before they can register in a specified class.

Method of Evaluation: Comparison of departmental and specific course GPA's to assess any change in student success after this greater departmental participation in pre-registration cycle.

* * *

YOUTH GUIDANCE SYSTEM (Grades 9-12)

Purpose: To systematize guidance program to develop decision-making skills and coping techniques on the part of the students.

Description: Use of media packages in ninth, tenth and twelfth grades (Decision Making, Educational Guidance Information System, Self-Assessment and Analysis Scale, and Comparative Guidance Program). Instruments administered and interpreted jointly by counseling and teaching staff. Decision-making mode used as guidance and counseling procedure.

Method of Evaluation: Pre and post evaluation of attitudes and information skills to assess change.

* * *

SANTA CLARA UNIFIED SCHOOL DISTRICT

* * *

Adrian C. Wilcox High School
3250 Monroe Street, Santa Clara
(408) 248-5895

Contact: Richard Tuttle, Foreign Languages Department Chairman

EXPERIENCE IN FOUR LANGUAGES (Grades 9-12)

Purpose: To provide in one semester a practical knowledge of Spanish, French, German and Italian for the tourist. Objectives include basic geography, etc. of target areas.

Description: Course is to be taught by four teachers in 4-1/2 week sessions. Emphasis on ability to express verbally the basic information most necessary for a person travelling. Most teaching will be done with visuals and most evaluations of students will be done orally. Each section will give the student a new chance for success.

Method of Evaluation: Number of students completing the objectives and largely by its ability to provide interest in students to enroll in regular foreign language classes.

* * *

INDEX BY SCHOOLS

Agnew, 29
Amber Drive, 18

Bohnett, 6
Brownell, 39
Buchser High, 72

Castlemont, 9
Castro (Mountain View), 20
Castro Junior High (Moreland), 42
Conniff, 1
Country Lane, 18
Crittenden, 51-52
Cubberley High, 65

Darling, 25
Daves Avenue, 16
Del Mar High, 53
Dickinson, 21

Eaton, 14
Empire Gardens, 26
Escondido, 23

Fair Oaks, 34
Fisher (Los Gatos), 40-41
Foothill (Mt. Pleasant), 19
Forest Hill, 9-11

Gardner, 26
Gilroy High, 59-60
Graham, 44-45
Grant (San Jose Unified), 27

Hacienda, 27
Herman, 46
Homestead High, 55
Hubbard, 1

Kennedy Junior High (Cupertino), 38
Klein, 20

Laneview, 4-5
Laurelwood, 29-30
Leland High, 66-67
Lexington, 16-17
Lincoln High, 67-70
Live Oak High, 61
Loma Prieta, 15
Lynhaven, 11-12

Markham Junior High, 49
Mathson, 36
Miller (Alum Rock), 2
Millikin, 30-31
Monroe (Campbell) -
    K-6, 12
    7-8, 37
Monta Vista High, 55
Mountain View High, 62-64

Ohlones, 23
Orchard, 22
Ortega (Palo Alto Unified), 24
Overfelt High, 54

Parker, 35
Prospect High, 53

Raynor, 31-32
Redwood Intermediate, 48
Reed, 28
Rogers Junior High, 43
Rosemary, 13

San Antonio (Alum Rock), 2-3
San Jose High, 71
Sartorette, 6-8
Silver Creek High, 54
Sunnyvale High, 56-58

Union, 50

Van Meter, 17
Ventura, 24

Washington (Santa Clara Unified), 32-33
Wilbur Junior High, 47
Wilcox High, 73